Thiết kế bài giảng Tiếng Anh

11

(Chương trình chuẩn)

ĐHQG Hà Nội

NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI

TRẦN THỊ ÁI THANH, HỒ THỊ TÂN HOA
HUỲNH THẠNH, TRẦN THỊ DIỆU HÒA

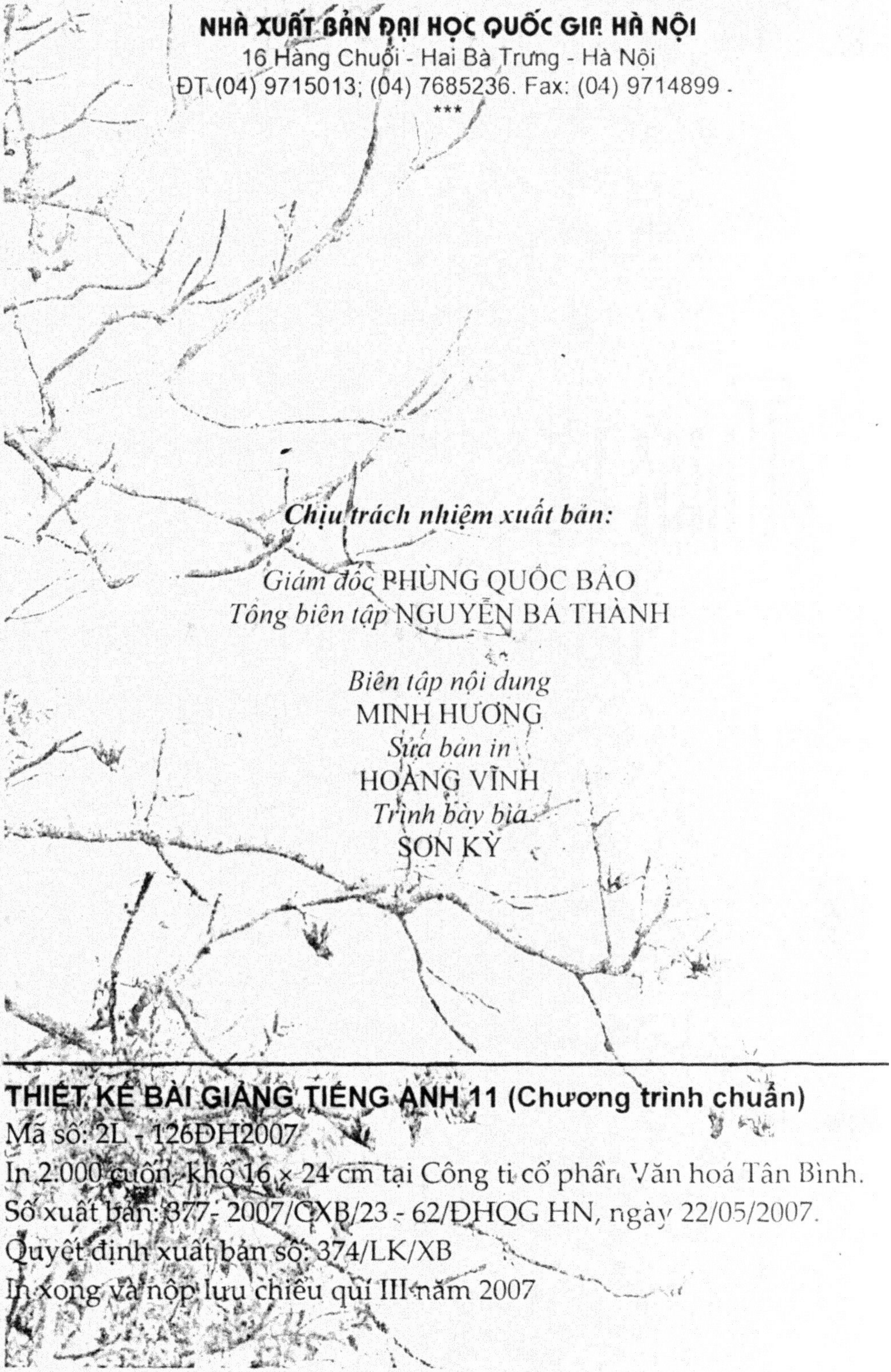
Thiết kế bài giảng 11 Tiếng Anh

Chương trình chuẩn

SACH GIAO VIÊN

ĐHQG Hà Nội

NHÀ XUẤT BẢN ĐẠI HỌC QUỐC GIA HÀ NỘI



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Tổng biên tập NGUYỄN BÁ THÀNH

Biên tập nội dung
MINH HƯƠNG
Sửa bản in
HOÀNG VĨNH
Trình bày bìa
SƠN KỲ

THIẾT KẾ BÀI GIẢNG TIẾNG ANH 11 (Chương trình chuẩn)
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LỜI NÓI ĐẦU

Thiết kế Bài giảng Tiếng Anh 11 (chương trình chuẩn) được biên soạn theo chương trình chuẩn tiếng Anh THPT của Bộ Giáo dục và Đào Tạo xuất bản năm học 2007-2008.

Tập thiết kế được biên soạn theo phương pháp giảng dạy tiếng Anh giao tiếp nhằm nâng cao tính tích cực và chủ động trong học tập của học sinh.

Các bài soạn có giới thiệu kĩ thuật dạy cho từng bước lên lớp, bám sát chương trình. Các hoạt động phong phú, đa dạng, chuyển tải được nội dung bài học. Mỗi một tiết học đều được bắt đầu bằng một trò chơi và đồng thời để dẫn nhập vào bài học một cách lô-gíc.

Ở phần kĩ thuật dạy từ vựng, nhóm biên soạn đã đưa ra những cách khơi gợi từ khác nhau nhằm giúp cho học sinh dễ tiếp thu và khắc sâu lượng từ đã học. Các hoạt động trước *(pre-)* và trong *(while-)* ở mỗi kĩ năng giảng dạy đều được thiết kế một cách linh hoạt theo nội dung bài học.

Ở phần cuối, các hoạt đông phần lớn mang tính cá nhân hóa (*personalization*) nhằm kích thích nhu cầu giao tiếp thực sự của học sinh. Việc phối hợp các hoạt động ở mỗi đơn vị bài học giúp học sinh phát triển năng lực ngôn ngữ toàn diện.

Chúng tôi hi vọng tài liệu tham khảo này góp phần hữu ích cho các giáo viên tiếng Anh bậc phổ thông trung học trong việc tiết kiệm thời gian soạn bài và nâng cao hiệu quả bài dạy. Giáo viên có thể sử dụng phần *appendix* sau mỗi bài học để làm *handout* cho hoc sinh.

Do thời gian hạn chế nên trong quá trình biên soạn và đánh máy chúng tôi không tránh khỏi những sai sót. Rất mong nhận được ý kiến đóng góp của quý đồng nghiệp để tập sách này được hoàn thiện hơn trong lần tái bản sau.

Mọi góp ý xin gởi về:

- **Trung tâm sách giáo dục Alpha** - 225C Nguyễn Tri Phương, P,9, Q.5, Tp. HCM. ĐT: (08) 8107718, 8547464, 0903701650.

- Email: alphabookcenter@yahoo.com

Xin trân trọng cảm ơn!

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UNIT 1 FRIENDSHIP

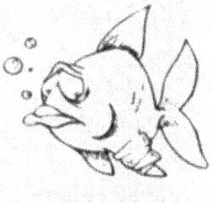
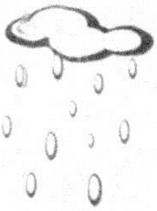
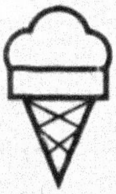
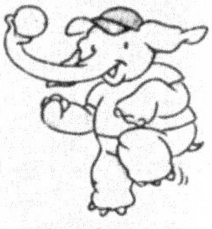
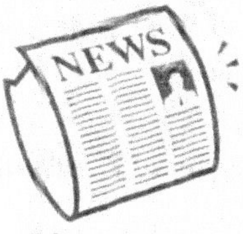
READING

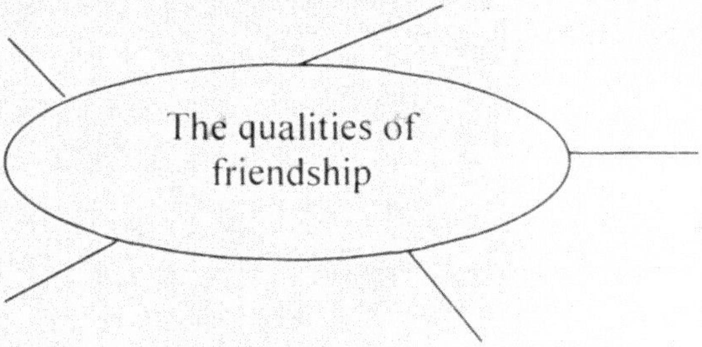
Aims: By the end of the lesson, students will be able to:

- understand the passage about friendship.
- identify the main idea.
- guess the meaning in context.
- express their own ideas about friendship.

Teaching aids: pictures, handouts.

PROCEDURE

Stages / Timing	**Activities**	**Interactions**
1. Warm-up **5 mins**	**Picture Talk** - Ss work in two groups. (books closed) - Stick the pictures of 6 things on the BB. Ask Ss to name them and find out *what the pictures talk* by collecting the first letters of each name from the pictures.  Fish  Rain  Ice-cream  Elephant  Newspaper Dog - The group that can first find out the word will be the winner. - Checking Ss` understanding the instruction. - Teacher declares the winner. - Key: FRIEND	Ss ↔ Ss Ss ↔ Ss

	* **Lead-in**: Ask Ss: *- Do you have a lot of friends?* *- How many close friends do you have?* *- What do you think are the qualities of friendship?*	T ↔ Ss
2- Pre-reading **10 mins**	Ss work in 5 groups to find out five words that best describe the qualities of friendship.  - **Feedback:** Each group comes to the BB and writes down one word from their list. *- To check your ideas, let's begin unit one*: FRIENDSHIP	Ss ↔ Ss
	Pre teaching Vocabulary: 1. Constancy (n) tính kiên định (example) Eliciting question: *Lan and Nam have known each other for twenty years. Now they are still close friends. What quality of friendship do they have?* 2. Trust (n) sự tin tưởng (synonym) Eliciting question: What is the other word of *confidence?* 3. Sympathy (n) sự thông cảm (explanation) Eliciting question: Which word describes *an understanding of other people's feelings, especially their problems?*	T ↔ Ss
	- Elicit the new words by asking questions, using the techniques suggested above. - Read a new word three times. Ss listen and repeat after the teacher. - Call on some Ss to repeat the word. - Ask Ss to give the Vietnamese equivalent if necessary. **Checking**: ROR	T ↔ Ss ↔ Ss

3. While-reading 20 mins	**Activity1: Read and Check** - Tell Ss to read the text silently and check if Ss have the same ideas from the ideas in the text. **Answer Key**: (depending on Ss' answers)	S
	Activity 2: Gap-fill - Ask Ss to work in pairs. Do task 1 in the textbook (page 14) to guess the meaning of the words in the box. - Move around class to give help. **Feedback:** Call on some Ss to read the answers aloud. **Answer Key:** a- mutual b- incapable of c- unselfish d- acquaintance - friend e- give and take f- loyal to g- suspicion	S ↔ S
	Activity 3: Main idea - Ask Ss to read the text again and find the main idea. Ss call out their answers. **Answer Key:** B -Conditions of true friendship.	S
	Activity 4: Questions and Answers - Ask Ss to work in pairs. In turn to ask and answer the questions in task 3 (page15). - Move around class to help. **Feedback:** - Call on some Ss to answer the questions. - Give comments on Ss' answers. **Suggested Answer:** Q1. The first quality for true friendship is unselfishness. It tells us that a man who is concerned only with their own interests and feelings cannot be a true friend. Q2. Changeable and uncertain people are incapable of true friendship because they take up an interest with enthusiasm, but they are soon tired of it, and they feel the attraction of some new objects. Q3. The third quality for true friendship is loyalty. It tells us that the two friends must be loyal to each other, and they must know each other so well that there can be no suspicions between them. Q4. There must be a mutual trust between friends	S ↔ S

	because if not, people cannot feel safe when telling the other his or her secrets. Q5. Talkative people can't keep a friend long because they cannot keep a secret of their own or of their friends'. Q6. The last quality for true friendship is sympathy. It tells us that to be a true friend you must sympathize with your friend. Where there's no mutual sympathy between friends there's no true friendship.	
4. Post-reading **9 mins**	**Discussion**: - Ask Ss to choose one of the topics below to discuss in groups. - Why do we need to have close friends? -"A friend in need is a friend in deed". What do you think about this proverb? - What quality of friendship is the most important to you? Why? Ss share ideas. One secretary from each group takes notes the group's ideas. Teacher moves around to give help **if necessary**. **Feedback:** - A representative of each group reports their group's ideas in front of the class. Give comments on their presentations.	**Ss ↔ Ss**
5. Home-work **1 min**	Translate the poem *You've got a friend* into Vietnamese.	

UNIT 1 FRIENDSHIP

SPEAKING

Aims: By the end of the lesson, students will be able to:

- describe physical characteristics.
- discuss personalities
- talk about a famous / close friend

Teaching aids: pictures, handouts, regalia

PROCEDURE

Stages/ Timing	Activities	Interacti - ons
1. Warm-up **6 mins**	**Game: The tied and blind men game** - Divide the class into two groups and draw two circles on the board. - Ask two representatives of each group to go to the board. One student will be the tied man, the other is the blind one. - Cover each "blind man" with a piece of cloth and ask the" tied man" to tell the blind man how to draw a face inside the circle drawn beforehand on the board. -After 1 minute, the first pair to finish the face will be the winner. If they both finish before the deadline, the pair whose face they have drawn is more good-looking is the winner. - Ask students to name parts of the body on the face and then ask them to mention some add to describe those parts.	**T → Ss** **Ss ↔ Ss**
2. Pre-speaking **7mins**	**Vocabulary** 1. nose: straight, crooked 2. hair: blond, long, wavy 3. face: oval, large, round 4. forehead: broad, high **Checking: Slap the board** - Divide the class into two groups and ask four representatives of each group to go to the BB..	**T → Ss** **T → Ss** **Ss ↔ Ss**

	- Read some add and ask Ss try to slap at the parts of the body corresponding to the ads they hear. The first member to slap at the correct part of the body gets 1 mark. After 1 minute, the group with more marks wins the game.	
3.While-speaking **10mins**	**Activity 1: Describing people** - Ask Ss to work in pairs and look at the pictures on page 15. - Ask one S to try to describe one of the four people in the pictures, the other has to guess which person his partner is talking about. Ex: A: Can you describe a person in the picture? B: Yes, this person has a crooked nose and a square face. He or she is good-looking, too. A: Oh, he must be the third person from the left. B: You're absolutely right.	T → Ss S ↔ S
10mins	**Activity 2: Draw and compare** FACE 1 FACE 2 Student A thinks of his close friend and draws	T → Ss S ↔ S

<table>
<tr>
<td></td>
<td>his face on FACE 1 , student B will ask student A about A's close friend's appearance and student A has to describe him/her. B listens and draws A's friend on FACE 2.

After three minutes, they have to compare the faces to know if they are the same.

- Ask Ss to work in pairs, asking and answering the following questions about your partner's close friend.

1. What's his / her name?

2. Where did you first meet him/her?

3. How long have you known each other?

4. What qualities do you admire in your best friend?</td>
<td></td>
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<tr>
<td>4. Post – speaking

10mins</td>
<td>Role-play
- Ask Ss to work in pairs to play the role of a journalist and an interviewee whose friend has won the first international prize in maths
<table>
<tr><th>Journalist</th><th>Interviewee</th></tr>
<tr><td>You are interviewing a person whose best friend has won the first international prize in maths. Use the questions in the table as help.</td><td>You have a friend who has won the first international prize in maths. You are being interviewed by a journalist about him / her.</td></tr>
</table>

In the conversation, Ss should mention the following things.
<table>
<tr><th>Questions</th><th>Answers</th></tr>
<tr><td>1. What's his name?</td><td></td></tr>
<tr><td>2. Where and when was he born?</td><td></td></tr>
<tr><td>3. What is/he like?</td><td></td></tr>
<tr><td>4. What does he/she look like?</td><td></td></tr>
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</table>

	5. What are his/her hobbies?		
	6. What made him/her successful in maths?		
	7. What do you often do with your friend?		
	8. Which characters do you share in common?		
5. Homework **2 mins**	In about 100 words, Ss write a short paragraph about one of their best friends.		

UNIT 1 FRIENDSHIP

LISTENING

Aims: By the end of the lesson, students will be able to:

- identify specific details
- take notes

Teaching aids: pictures, a tape/CD with popular songs about friendship, handouts

PROCUDURE

Stages/ Timing	Activities	Interactions
1. Warm-up **5 mins**	**Game: Quiz** (for class of high level) - Divide the class into 2 groups. - Let Ss listen to 5 pieces of popular songs relating to friendship.(Ex: Season in the sun, You are my sun shine, Ngồi lại bên nhau, Mong ước kỷ niệm xưa, Những người bạn bên tôi) - The group that can name more songs will win the game. - Check Ss' understanding of the instructions and let them start the game. **Alternative: Bingo** (for class of lower level) - Ask Ss to list the characteristics that they expect in	**T → Ss** **T → Ss**

	their best friends. - Write down all their vocabulary on the board - Let Ss take out a piece of paper and copy down 5 characteristics that they like best. - Read out 5 characteristics that T likes best. - Any Ss who have 3 or more choices the same as the T will shout "Bingo" and they are the winners. - Expected answers: caring, supportive, helpful, honest, good-nature, quick-witted, humorous, friendly. **Lead-in** - Use the questions on p.17 to ask Ss: 1. Who is your best friend? 2. How did you happen to meet him or her? 3. How long have you known each other? 4. What qualities do you admire in your best friend? - Introduce the lesson	
2. Pre-listening **10 mins**	**Pre-teaching vocabulary**: 1. apartment building (n) (picture): chung cư 2. guitarist (n) (picture): người chơi đàn ghi ta 3. sense of humo(u)r (n.phr) (explanation): tính/óc hài hước Explanation: A person who can make you laugh easily is a person who has … 4. rough time (n) (synonym) = difficult time: lúc gian khó **- Checking: R.O.R** **Prediction activity**: - Have Ss read and do Task 1 before listening.	**T ↔ Ss**
3. While-listening **20 mins**	**Activity 1: True/False statements** - Have Ss listen to the tape and check their answers. - Let Ss listen for the second time if necessary. - Go over the answers with the class. Expected answers: Talk A: 1.F 2.F 3.T 4.F 5.T 6.F Talk B: 1.F 2.F 3.T 4.T 5.T 6.F	**S**

Activity 2: Multiple choice (worksheet)

S

- Let Ss' listen again and circle the correct answers.

Worksheet:

Listen and circle the correct answers:

1. Ha's family moved to Hai Phong in
   a. 1983 b. 1995 c. 1985
2. People think that Hai Phong people are
   a. cordial b. friendly c. friendly
3. When Lan first went on a trip to Do Son,
   a. she rode to Ha's house to meet her.
   b. she and her family came to Ha's house first.
   c. Ha rode to Do Don right after Lan gave her a ring.
4. Long is good at
   a. painting b. singing c. playing guitar
5. a. Minh is not only a good listener but also a helpful friend.
   b. Minh doesn't really like to listen to Long's problem but he always helps Long.
   c. Minh is a good listener, but he doesn't always help Long.

- Go over the answers with the class.
- Keys: 1.c 2.b 3.c 4.b. 5.a

Activity 3: Taking notes

T ↔ Ss

- Ask Ss to listen again and note the ideas in the table in task 2 p.18.
- Call on Ss to read their notes and check with the class.

S

- Expected answers:

	How and where did they meet?	What do they like about their friends?
Lan	-They used to live in the same apartment building in Ha Noi. - Lan went on a holiday to Do Son and Ha went there to help her.	- Ha's very friendly and helpful. - Ha's sociable. She's got many friends in Do Son and she introduced Lan around.
Long	- They met in college. - Minh played the	- Minh has a sense of humour.

		guitar, Long was a singer. -They worked together.	- Minh likes to go to plays and movies. - Minh is a good listener. - Minh is friendly and helpful.	
4. Post-reading **8 mins**	**Speaking: Interviewing** - Have Ss interview their partners about their best friends. - Suggested questions: *1. How long have you know your best friends (or a good friend)?* *2. How did you meet this friend?* *3. What do you remember about the first time you met?* - Move around to control and give help if necessary. - Call some students to report what they have known from their partners' friends. - Ask for Ss' comments. - Give comments on what Ss have reported			**S ↔ S**
5. Home-work **2 mins**	- Ask Ss to learn the new vocabulary and make some sentences with them. - Ask Ss to write a short paragraph (about 100 words) about their best friends based on the suggested questions in the post-listening.			

UNIT 1 FRIENDSHIP

WRITING

Aims: By the end of the lesson, students will be able to:

- describe a friend of theirs
- talk about their friends

Teaching aids: handouts, charts

PROCEDURE

Stages/ Timing	**Activities**	**Interact-ions**
1. Warm-up **5 mins**	**Game: Name Poem** - Ask each student to use his/her partner's name to write an acrostic poem .He/She has to use the adjectives beginning with the letters of the name to describe his/her friend's personality or appearance. - Call on some Ss to write their poems on the board. - Check with the class. Example: **Tien** is my friend. **T**alented **I**ntelligent **E**asy-going **N**ice **Thang** is my friend **T**all and thin **H**elpful to everyone **A**ctive in class **N**eat and tidy **G**enerous in giving help **Lead – in**: These adjectives can help you write a description of a person. Our lesson today is to write a description of a friend of yours.	T → Ss S T → Ss
2. Pre-writing **10 mins**	**Activity 1: Categorizing** - Hang on a chart with descriptive adjectives on the board: tall short dark long round blue flat fair smooth thin high pointed open-hearted sincere large slim sociable weather-beaten fat overweight thick oval sincere helpful	T → Ss

- Ask the students to work in groups of four or five to put the adjectives under the following headings:

Ss ↔ Ss

Hair	Eyes	Build
short/ long/ thick	round/blue/ dark/large	slim/fat/ overweight
Face	**Nose**	**Complexion**
round/thin /oval	high/flat/ pointed	fair/ smooth weather-beaten
Personality		
open-hearted /sincere/ sociable/ helpful		

-Give feedback on what Ss have.

Activity 2: Recognizing and Matching

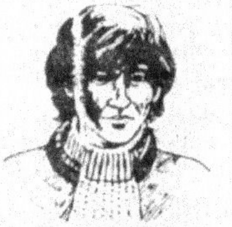
Ss ↔ Ss

- Divide the class into groups of four or five.
- Deliver handouts with the photos of six persons.

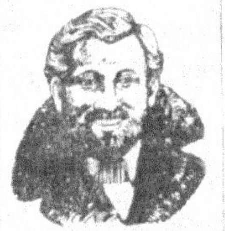
-Ask Ss to read the descriptions and decide which person is being described in each paragraph.

- Call some Ss to give the answers.
- Go over the answers with the class.

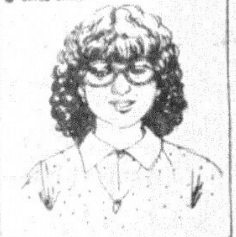
1 Jeremy Field



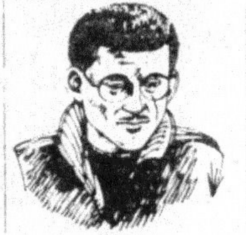
2 Mr Carlson



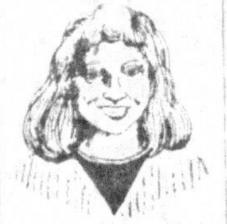
3 Linda Short



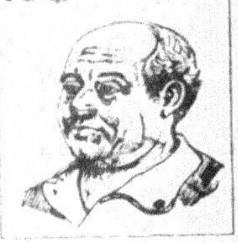
4 David Robinson



5 Penny Green



6 Mr Cage



A. *He has long face with pointed nose. He has a small moustache and short black hair. His eyes*

	are small and he wears glasses. He looks very serious B. *She has a round face with a rather flat nose. She has short hair and a fair complexion. Her eyes are large and she has a pleasant smile. She is a very attractive person.* C. *He has a weather-beaten face with a big nose. He has a thick beard as well as thick hair. His eyes shine and he usually has a big smile. He seems a sociable person.* Expected answers: A. 4- David Robinson B. 5- Penny Green C. 2- Mr. Carison	
3. While-writing **16 mins**	**Writing a description** -Ask students to write a short passage about a friend of theirs. - Move around to control and give help with vocabulary. - When the students have finished, collect Ss' writings. Suggested writing: *Of all my classmates, I like to play with Hoa, who is also my good neighbor. If you first meet her, you'll be impressed by her short hair, high nose and big brown eyes, which always shine. I can read in them her most intimate feelings and intelligence. Hoa has a strong tendency to be sociable. She is willing to help me overcome difficulties in my study and my daily work as well. I hope our friendship will last forever.*	S

4. Post-writing **12 mins**	**Peer Correction** - Ask Ss to work in groups of 5, deliver each group 5 pieces of writings and tell them to read and correct their friends' writing - Tell each group to choose the best piece of writing - Go around to control and give help if necessary. - Call a student from each group to read their group's best writing, and ask Ss to give comments. - Give feedback	**Ss ↔ Ss**
	Suggested activity: **Listening: Describing appearances and characteristics** - Each student is then given a sheet of paper. One student sits in the front of the class. He/she describes a person and the rest draw the person being described. It is more interesting if the person being described is known by everyone. Once the student has finished describing that person, he/she reveals that it is and each student exchanges his/her drawing.	**Ss ↔ Ss**
5. Home-work **1 min**	- Ask students to learn by heart the descriptive adjectives. - Prepare for the next lesson (Language Focus)	**T → Ss**

UNIT 1

FRIENDSHIP

LANGUAGE FOCUS

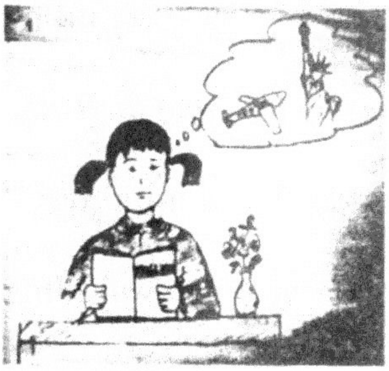
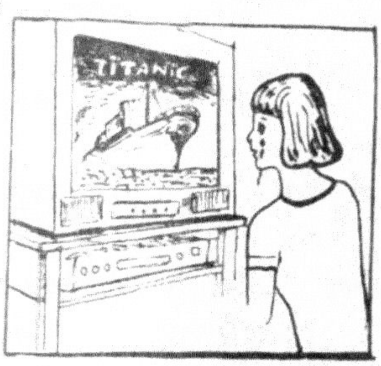
Aims: By the end of the lesson, the students will be able to:

- distinguish between the two phonemic sounds /dʒ/ and /tʃ/
- use the verbs followed by To-infinitive and infinitive without To.

Teaching aids: pictures, handouts

PROCEDURE

Stages/ Timing	Activities	Interactions
1. Warm-up **2 mins**	- Divide the class into two groups A and B and ask Ss to close their books. - Write the phonemic sounds /dʒ/ and / tʃ / on the board. - Ask Ss in each group to write on the board as many words containing these sounds as possible. Example: /dʒ/as in "manage", /tʃ/as in "teacher" - Set the time limited in one minute. - The group with more correct words wins the game.	T → Ss Ss ↔ Ss
2. Presentaction 1 **10 mins**	**Pronunciation:** **Activity 1: Listen and Repeat** - Read aloud the words that Ss have written on the board and ask Ss to listen. - Read the words again and ask Ss to repeat. - Ask Ss to practice reading the words in the textbook. **Activity 2: Practice reading aloud the sentences** - Ask Ss to work in pairs to practice reading the sentences. (textbook, p.19) - Call on some Ss to read aloud. - Ask the rest of the class to listen and give comments.	T ↔ Ss S ↔ S
3. Presentaction 2	**Grammar:** **Describing pictures**	T ↔ Ss

13 mins	- Show two pictures and ask Ss questions to elicit the answers from them.  1  2 *Picture 1: What is she doing?* **- She is studying English** *Do you know why she learns English?* **-To go to the USA** *Picture 2: What is the girl doing?* **- She is crying** *Do you know why she is crying?* – **The film makes her cry** - Ask Ss when they use *to* infinitive and infinitive without *to* - Give the presentation of the language point: • We use *to* + base form of verb (*to* infinitive) to indicate the purpose or intention of an action. Example: He was doing this ***to make*** me more relaxed. • We can use *to* infinitive: - as the subject of a verb Example: ***To know*** how to drive is useful - as an object of a verb Example: She likes ***to dance.*** They decided ***to build*** a new hospital. • When we use *to* infinitive as a subject, it is more usual to begin the sentence with *it* Example: ***It*** is useful ***to know*** how to drive. • We use *to* infinitive after nouns or pronouns as a modifier to replace a relative clause. Example: I have a lot of work ***to do*** (which I have to do).	

	• **We use** *to* infinitive in idiomatic expressions: too + adjective (for someone)+ *to* infinitive **Example:** The tea is ***too hot for me to drink.*** adjective + enough + to infinitive **Example:** Jack is ***clever enough to solve*** this **problem** • **We** can use *to* infinitive as an adverb to modify **an adjective** **Example:** I ***am sorry to hear*** the news	
4. Practice **18 mins**	• **We use** *bare* infinitive after verbs *let* (= allow) **and** *make* (= force, cause) let/ make + object + infinitive without *to (bare infinitive)* **Example:** The film ***made me cry*** Will you ***let me use*** your camera? • **We use** *bare* infinitive after some perceptive **verbs such as:** *see, hear, smell, feel, watch, observe, notice* when we see, hear, etc, the whole **action** from beginning to end **Example:** Last week, I went to London and ***saw England play*** Brazil in a big football match (= I saw the whole game) **Activity 1: Re-ordering** (exercise 1, p.20) -Ask Ss to do the exercise 1, p. 20 -Call some Ss to read aloud the answers. -Give feedback. Expected answers: 1. Who wants something to eat? 2. I have some letters to write. 3. I am/was delighted to hear the news. 4. My mother has some shopping to do. 5. You always have too much to talk about. 6. It's lovely to see you again. 7. It is/ was too cold to go out.	S

	8. I am/ was happy to know that you have passed the exam. **Activity 2**: **Sentence transformation** (exercise 2, p. 21) - Ask Ss to do the exercise 2, p. 21. - Call some Ss to write the answers on the board. - Check with the class. Expected answers: 1. The police watched them get out of the car. 2. They let him write a letter to his wife. 3. I heard them talk in the next room. 4. The custom officer made him open the briefcase. 5. The boy saw the cat jump through the window. 6. Do you think the company will make him pay some extra money? 7. I felt the animal move toward me. 8. Do you think her parents will let him go for a picnic?	**S**
5. Homework **2 mins**	**Pick out the infinitives in the following sentences and describe the function of each** (deliver handouts) 1. To find fault is easy. 2. It is delightful to hear the sound of the sea. 3. The dog wants something to eat. 4. I saw him run the mile in four minutes. 5. Everybody wishes to enjoy life. 6. He is too ill to do any work. 7. I am not afraid to speak the truth. 8. He went to Paris to perfect his knowledge of French.	**T → Ss**

UNIT 2 PERSONAL EXPERIENCES

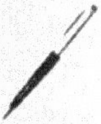
READING

Aims: By the end of the lesson, students will be able to:

- scan read for specific information
- understand the text and express their ideas about past experiences

Teaching aids: pictures, charts, handouts

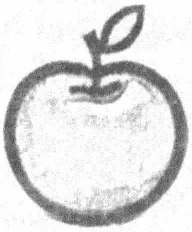
PROCEDURE

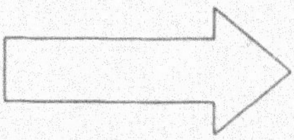
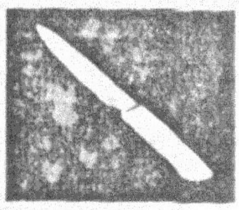
Stages/ Timing	**Activities**	**Interact-ions**
1. Warm-up **5 mins**	**Game: Middle Riddle (see Appendix)**  **(pen)** **(taxis)** **__E__** **__X__** **(apple) (key) (arrow) (knife)** **(trees) (one) (ice) (bed)** - Deliver handouts with 10 pictures on. - Put students to work in groups of four or five. - In groups, students identify each picture. In the space beneath each picture, Ss write the middle letter of each word. When finished, the Middle Riddle will reveal a word. - The group who first finds out the word wins. - Check Ss' understanding of the instructions The key word: **Experience** **Lead-in:** What is "experience"? (an event or activity that affects you in some way) - Have you ever been in an embarrassing situation? - What did you do then? Today, our reading lesson is about the embarrassing experience of a girl on the bus.	**T → Ss** **Ss ↔ Ss** **T ↔ Ss**

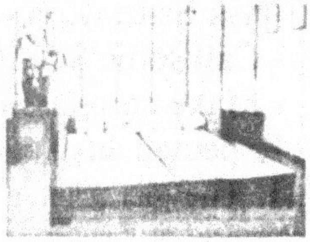
2. Pre-reading **7 mins**	**Pre-teaching vocabulary**: 1. make a fuss about sth: (definition) become angry or excited about sth and complain (làm ầm ỹ, làm om sòm) 2. sneaky (a) (translation): + How do you say "vụng trộm, lén lút" in English? 3. glance(v) (at sth/sb) (miming) + Do the action of glance and ask Ss: "What am I doing?" 4. idol(n) (situation) + Do you know Hoang Hai ? He's a very famous singer from Hanoi. He's now becoming the ………………. of teenagers. **Checking: Gap-fill** (hang on a chart) 1. The girl was so shy that she didn't look at him in the face. She just ……… at him and looked away. 2. She complains noisily about anything she doesn't like. She is the type of person who is always ………. 3. Teenagers nowadays often have their own ………… who they really love and intimate in different ways. 4. I don't like the look of that man. There is something ……….. about him.	**T ↔ Ss** **S**
3. While-reading **19 mins**	**Activity 1: Reading and Re-ordering** - Ask students to work in pairs to read the story and put the pictures of the events in the order they happened in the story. (task 2, p.24) - Call on some Ss to give the answers. - Check with the class. Expected answers: 1. Picture d 2. picture b 3. picture c 4. Picture f 5. Picture e 6. picture a **Activity 2: Questions and Answers** (task 3, p.24) -Ask Ss to work in pairs to answer the questions. - Call some Ss to write the answers on the board. - Make corrections if necessary. Expected answers: 1. The girl wished to have a red hat when she was	**S ↔ S** **S ↔ S**

	in grade 9. 2. Because her father knew her biggest dream. 3. She saw a wad of dollar notes exactly like the ones her father had given her. 4. Because she was sure that the boy was a thief. He had stolen her money. 5. She bought the pretty hat of her dream.	
4. Post-reading **12 mins**	**Mime the story** - Ask Ss to work in groups of three to play the parts of the narrator, the father and the daughter: + the narrator tells the story, the father and the daughter mimes the story. - Go around to give help. - Call some groups to act out the story in front of the class. - Give comments.	**Ss ↔ Ss**
5. Home-work **2 mins**	**Questions and answers** - Ask Ss to answer the questions and write down in their exercise notebooks: 1. *How did the girl in the story feel when she discovered that the money she had taken from the boy's bag was not hers?* 2. *What do you think the girl had to do after she discovered that the money she had taken from the boy's bag was not hers?*	**T → Ss**

Appendix:





UNIT 2 PERSONAL EXPERIENCES

SPEAKING

Aim: By the end of the lesson, students will be able to talk about their personal experiences and how they affect their life

Teaching aids: charts

PROCEDURE

Stages/ Timing	**Activities**	**Interact-ions**
1. Warm-up **5 mins**	**Game: Mime your past** - Think of an incident from the past that T can briefly mime in class. - Divide the class into two groups A and B. - Do the mime and stop after each action. - Write the vocabulary generated by the mime on the board if necessary.	**T ↔ Ss**
	- Ask Ss in each group to say what you did. - Each correct answer earns one point. - The group with more points wins. - Check Ss' understanding of the instructions Example: • *One morning I got up late. It was half past six and school began at seven.* • *I quickly washed, brushed my teeth, dressed, jumped on my motorbike and drove to school.* • *I went straight into the class and greeted the students.* • *After two or three minutes, the students began laughing.* • *I couldn't understand why.* • *Suddenly, I looked down and realized I had put on one brown shoe and one yellow shoe!*	**Ss ↔ Ss**
	- Ask one student to retell the story. **Lead-in:** (say to Ss) That is one of the memorable past experiences in my teaching. I	**T → Ss**

	often feel ashamed when thinking of it. Today, we will talk about past experiences and how they affect your life.	
2. Pre-speaking **7 mins**	**Activity 1: Matching** (task 1, p.25) - Ask Ss to work in pairs to match things they might have done or experienced in box A and how the experience might have affected them in box B. - Call on some Ss to give their answers. Expected answers: 1. d 2. e 3.b 4. f 5. a 6. c	**S ↔ S**
	Activity 2: Eliciting and introducing useful structures - Ask Ss: + What do you say to ask about someone's experience that might have affected them? Expected answers: - Have you ever ….? - When did it happen? - What were you thinking and feeling when it happened? - How did the experience affect you?	**T ↔ Ss**
3. While-speaking **20 mins**	**Activity 1: Re-ordering** (task 2, p.25) - Ask Ss to work in pairs to put the lines of the dialogue in the correct order. - Go around to control and give help if necessary. - Call on some Ss to give the answers. - Give feedback. Expected answers: b-d-e-g-h-a **Activity 2: Role-play drilling** - Hang on a chart with the dialogue. - Ask Ss to work in pairs to practice speaking the dialogue - Put the chart away. - Call on some SS to act out the dialogue in front of the class (without looking at the chart or books). - Give comments.	**S ↔ S**

4. Post-speaking **12 mins**	**Writing: Dialogue -building** - Ask Ss to work in pairs. - Ask them to make a similar dialogue based on the structures and information in task 1 and task 2. - Call on some pairs to act out their dialogues in the front of the class. - Make corrections on pronunciation, stress and intonation.	**S ↔ S**
5. Home-work **1 min**	- Ask Ss to prepare for Listening lesson	**T → Ss**

UNIT 2 PERSONAL EXPERIENCES

LISTENING

Aims: By the end of the lesson, students will be able to:

- listen for specific information
- understand the passage

Teaching aids: CD player, handouts, pictures

PROCEDURE

Stages/ Timing	**Activities**	**Interact-ions**
1. Warm-up **5 mins**	**Game: Guessing things**: 'What is it?" - Divide the class into two groups A and B and ask Ss to guess what it is. - Read aloud some facts about the thing one by one: + *It destroys buildings, houses and forests.* + *It can kill people.* + *It gives out a lot of smoke.* + *You need water to put it out.* - The group giving the correct answer first wins Expected answer: **A fire**	**T ↔ Ss** **Ss ↔ Ss**

	Lead-in: - Have you ever seen a fire? - What will you do if there's a fire? - The listening lesson today is about the fire happening to Christina's family 13 years ago.	**T ↔ Ss**
2. Pre-listening **10 mins**	**Pre-teaching vocabulary:** 1. memorable(a) (synonym) + What is the synonym of "unforgettable "? 2. scream(v) (action) + Do the action of "scream" and ask Ss: "What am I doing?" 3. gas stove(n) (picture) + Show a picture of a gas stove to Ss 4. appreciate (v) (definition): to recognize the good qualities of SO/ Sth: đánh giá cao 5. protect (v) (picture+ situation) + Show a picture of a greenhouse and ask Ss question: What is this? What do people use it for? + Ask Ss to fill in the following sentence with a verb: People grow young plants in the greenhouse to .... them from the weather.	
	Checking: Slap the Board - Put the vocabulary which has been taught into circles on the board. - Divide the class into two groups - Ask each group to choose five students standing in two queues - Read the synonym, explanation or Vietnamese equivalent of the words. - The student who slaps first on the correct word on the board gets one point. - The group with more points wins.	**T ↔ Ss** **Ss ↔ Ss**

3. While-listening **19 mins**	**Activity 1: Listen and Tick** (task 1.p. 27) - Tell Ss they are going to listen to an interview about the most unforgettable experience in Christina's life. - Ask Ss to listen and tick what is true about her. - Let Ss listen for the second time if needed. - Go over the answers with the class. Expected answers: 1. T 2. F 3. F 4. F 5. T	**S**
	Activity 2: Gap-fill (task 2, p. 28) - Tell Ss to read through the passage and guess the word in each gap. - Ask Ss to listen to the recordings and fill in the gaps. - Go around to control and give help if needed. - Give feedback. Expected answers: 1. small 2. everything 3. family 4. replaced 5. took 6. appreciate	**S**
	Activity3: Questions and Answers - Ask Ss to work in pairs. - Tell Ss to listen again and answer the questions. - Call on Ss to give the answers. - Check with the class. 1. What is Christina's job? 2. When did her most unforgettable experience happen? 3. What was she doing then? 4. Did the fire take many things from her? 5. What did she realize after the fire? Expected answers: 1. She is a businesswoman. 2. It happened 13 years ago. 3. It started in the kitchen. 4. Yes, it did. 5. She realized that family was more important than things.	**S ↔ S**

4. Post-listening **10 mins**	**Agreeing or Disagreeing?** - Have Ss work in groups of four or five to give their opinions on the sentence: *"Family is more important than things"* - Ask them to put a red card next to the sentence if they disagree with it and a green one if they agree, and justify their answers. - Call some groups to report their group's ideas. - Give feedback Suggested ideas: (deliver handouts) *Family is more important than things because it can't be replaced. It gives you mutual love, support and sincere understanding. It brings the individual place and happiness.* *Nothing is more precious than the sweet moment when every member of the family finds themselves among their dear ones, taking a good meal and getting through a peaceful night...*	**Ss ↔ Ss**
5. Home-work **1 min**	- Ask Ss to retell the story.	**T → Ss**

UNIT 2 PERSONAL EXPERIENCES

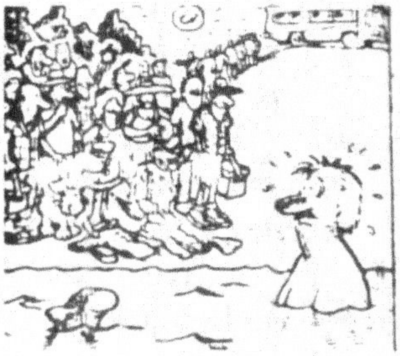
WRITING

Aims: By the end of the lesson, students will be able to

- write a personal letter
- tell their memorable past experiences

Teaching aids: handouts, pictures

PROCEDURE

Stages/ Timing	Activities	Interact -ions
1. Warm-up 7 mins	**Describing the picture: In Deep Water** - Show a picture to Ss and ask them to describe it using the cues given: • It / a hot day • The man/ stop / a small deserted beach • He/ not have/ swimming-trunks • There/be/ no people / in sight • The man/ take off / all clothes / swim out to the sea / and relax in the water • When/ he / look back / a coach arrived • There/ be / a lot of people / stand on the sand  Expected answers: *It was a very hot day. The man stopped at a small deserted beach. He didn't have swimming-trunks with him but it was early in the morning, there were no people in sight .The man took off all his clothes and swam out to the sea and relaxed in the water. When he looked back at the beach, a coach had arrived and there were a lot of people standing on the sand to have a picnic ...* **Lead-in:** - Have you ever been in such a situation? - What did you do then? - Do you want to share it with your classmates?	T ↔ Ss S

	Today, we learn how to write a personal letter telling about a past experience.	
2. Pre-writing **8 mins**	**Activity 1:** **Eliciting:** Elicit the steps of a personal letter from Ss 1. Greeting 2. Date (when it happened) 3. The story (the experience) 4. Closing 5. Signature **Activity 2: Speaking** - Ask Ss to work in pairs to talk about their past experiences or the most embarrassing moment of theirs based on the main points: + *when it happened*: two years ago / when I was in grade 10/ when I was ten… + *where it happened*: in my house/ at school / in the street… + *how the experience affected you*: it changed my outlook on life/ it made me more careful about… / it made me appreciate ..more/ I felt ashamed at a mere thought of it / it gave me more confidence in… / it taught me a lesson… - Call on some Ss to tell their stories. - Give comments.	**T ↔ Ss** **S ↔ S**
3. While-writing **17 mins**	**Writing a letter** -Ask Ss to write a letter to a friend of theirs, telling him/her about one of their most memorable experience. - Go around to control and give help with vocabulary. - When Ss have finished, collect Ss' writings to mark at home.	**S**
4. Post-writing	**Peer Correction** - Choose one writing and ask a student to write it on the board.	**Ss ↔ Ss**

12 mins	- Ask the rest of the class to correct the mistakes and give comments. - Give feedback and comments.	**T ↔ Ss**
5. Home-work **1 min**	**Correcting mistakes** (deliver handouts) In each of the following sentences there is one mistake. Find it and correct it: 1. I studied for three years management. 2. During I was on holiday, I went swimming every day 3. I broke my leg when I felt down in the street 4. I saw Jim last evening 5. With 19 years old he went to France 6. In 1989 I leaved university and started work Key: 1. I studied management for three years 2. While I was on holiday *Or* During my holiday 3. I fell down 4. last night *Or* yesterday evening 5. When he was 19 6. I left	**T → Ss**

UNIT 2 PERSONAL EXPERIENCES

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- revise Simple Past, Past Perfect and Past Continuous tenses and talk about the past
- distinguish the sounds /m/, /n/, and / ŋ/

Teaching aids: charts

PROCEDURE

Stages/ Timing	Activities	Interact-ions
1. Warm-up	**Game: Tongue Twisters** - Write this Tongue Twister on the board and ask	**T → Ss**

3 mins	Ss to read it *Singing Sam sung songs on the sinking sampan* - The student who can speak the sentence 10 times quickly within 15 seconds without making a mistake is the winner. - Ask Ss to pick out the words containing the ending sounds / m/, / n/, and / ŋ / in the Tongue Twister and put it into the right column of the three sounds. Expected answers: singing, sung, sinking => / ŋ / Sam. => / m / on, sampan => / n / - Introduce the sounds /n/, /m/ and /ŋ/.	**S**
2. Presentation 1 **10 mins**	**Pronunciation** **Activity 1: Listen and Repeat** - Read the words and ask Ss to listen. - Read the words and ask Ss to repeat. - Call some Ss to read the words. - Make corrections where needed. **Activity 2: Recognizing sound** - Write the phonetic sounds on the board: 1./m/ 2./n/ 3./ŋ/. - Ask Ss to close their books. - Read the words and ask Ss to say the number 1, 2, or 3 corresponding to the sound. **Activity 3: Practice the sentences** - Ask Ss to work in pairs to practice reading the sentences. - Call on some Ss to read aloud.	**T ↔ Ss** **S** **S ↔ S**
3. Presentation 2 **5 mins**	**Grammar: Verb form review** **Matching the Broken Sentences**	**T → Ss**

<table>
<tr><td></td><td>A</td><td>B</td><td>C</td><td></td></tr>
<tr><td></td><td>1. It was</td><td>had already left</td><td>I got there</td><td></td></tr>
<tr><td></td><td>2. They were walking</td><td>to the cinema last Saturday</td><td>in the park</td><td></td></tr>
<tr><td></td><td>3. By the time I got</td><td>raining when</td><td>when I arrived at the station</td><td></td></tr>
<tr><td></td><td>4. The train</td><td>the dog</td><td>the film had been shown for 40 minutes</td><td></td></tr>
<tr><td></td><td colspan="3">- Put Ss into pairs.
- Hang on a chart with broken sentences.
- Ask Ss to put together 4 sentences which have been broken up into 3 parts (A, B and C).
- Call on some Ss to give the answers.

Expected answers:
1. It was raining when I got there.
2. They were walking the dog in the park.
3. The train had already left when I arrived at the station.
4. By the time I got to the cinema last Saturday, the film had been shown for 40 minutes.</td><td>S ↔ S</td></tr>
<tr><td>7 mins</td><td colspan="3">Eliciting
- Elicit the tenses used in the sentences above from Ss
Expected answers:
- Simple Past / Past Continuous / Past Perfect
+ We use Simple Past to talk about actions and situations in the past.
+ We can use Present Tense to tell a story happening in the past to make the events more dramatic and lively.
+ We use Past Continuous to talk about something which was in progress at a past time. The action or situation had started but it had not finished at that time</td><td>T ↔ Ss</td></tr>
</table>

	Example: At 8 o'clock last night, I **was watching** TV + We often use the **Past Continuous** and **Past Simple** together in a sentence. The Past Continuous describes a longer action or situation which was in progress at a past time; the Past Simple describes a shorter action which happened in the middle of the longer action, or interrupted it. Example: We **were walking** in the park when it **started** to rain	
	+ We use **Past Perfect** to talk about something which had happened before the past time we are thinking about Example: We arrived at the cinema at 8.00 but the film **had started** at 7.00. When I spoke to the woman and I realized that I **had met** her somewhere before.	
4. Practice **19 mins**	**Activity 1: Tense Using** (Exercise 1, p. 30) - Ask Ss to work in pairs, reading the story. - Have Ss use the correct tense forms of the verbs in brackets in the story. - Ask Ss to compare the answers. Expected answers: 1. invites 2. sets 3. gets 4. waves 5. promises 6. is carrying 7. contains 8. has baked 9. is 10. is shining 11. are singing 12. is **Activity 2: Sentence Completion** (Exercise 2, p. 30) - Ask Ss to complete the sentences by putting the verbs into the past simple or past continuous - Call on some Ss to give the answers - Check with the whole class. Expected answers: 1. broke/ was playing 2. wrote/ was 3. was working/ broke 4. started/ were walking	S ↔ S

	5. told/ were having 6. didn't listen/ was thinking 7. phoned/ didn't answer/ were you doing 8. didn't wear/ didn't notice/was driving	
5. Home-work **1 min**	1. Ask Ss to do the exercise 3 on page 31. 2. Complete the sentences, using a suitable past form of the verbs in brackets: (deliver handouts) *I woke up when I ...1...(hear) a noise downstairs. I ...2...(get) out of bed quickly because my wife .....3..... (still/sleep) and I ..... 4.....(go) to the top of the stairs. It was dark, but I could see two men downstairs in the living room. They ...5...(try) to open the safe. When I .....6.....(switch on) the light, the two men ...7...(run) into the kitchen and .....8.....(escape) out of the back door. Then, before I .....9.....(have) a chance to do anything, I ......10.....(hear) a police car pull up outside the house. A neighbour of mine .....11.....(see) the men breaking into my house and .....12.....(phone) for the police.* **Key:** 1. heard 2. got 3. was still sleeping 4. went 5. were trying 6. switched on 7. ran 8. escaped 9. had 10. heard 11. had seen 12. had phoned	**T → Ss**

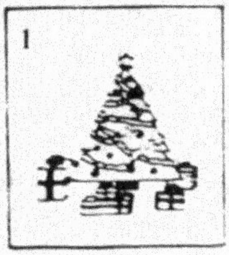
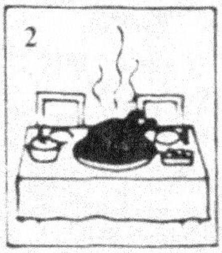
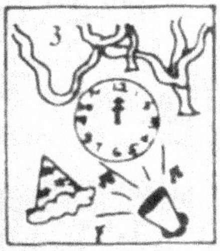
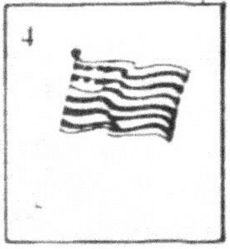
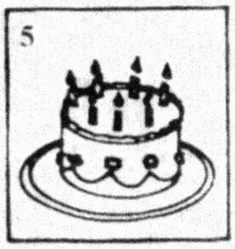
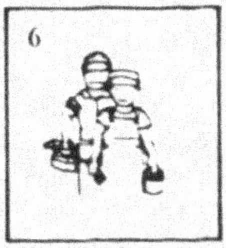
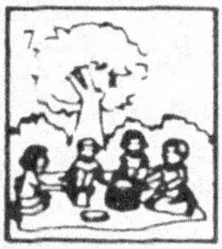
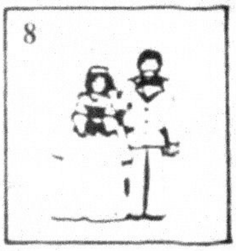
UNIT 3 A PARTY

READING

Aims: By the end of the lesson, students will be able to:
- scan read for specific information
- identify and correct false information

Teaching aids: handouts, pictures

PROCEDURE

Stages/ Timing	**Activities**	**Intera ct-ions**
1. Warm-up **5 mins**	**Game: On what occasion?** 1  2  3  4  5  6  7  8  - Divide the class into two groups. - Stick eight pictures on the board. - Ask Ss in each group to identify the holidays and celebrations in the USA and write them on the board. - The group with more correct words is the winner. Key: 1. Christmas 2. Thanksgiving 3. New Year's 4. Independence Day 5. Birthday 6.Labour Day 7. Picnic 8. Wedding **Lead-in:** - What do people often do on these occasions? (Expected answers):- People often eat, drink, sing, and dance They often have parties. The lesson today is the reading text about parties and how people celebrate them	T → Ss Ss ↔ Ss T ↔ Ss

2. Pre-reading **10 mins**	**Pre-teaching vocabulary:** 1. blow out (v): (mining + synonym): to put out a flame 2. celebrate (v) (definition): to do something enjoyable because of a special occasion or to mark someone's success: làm lễ kỷ niệm 3. anniversary (n) (situation) - Tell Ss: My birthday is on December 20th. I am celebrating the fortieth .... of my birthday this year.	**T ↔ Ss**
	Checking: Gap-fill 1. We celebrated our 20th wedding .... in Florence. 2. She .... the candles on the cake 3. Tim has passed his exams. We are going to	**S**
	Questions and Answers: - Ask Ss to work in pairs to look at the pictures in their textbooks, asking and answering the questions. - Call on some Ss to give the answers. - Give comments. 1. What is the relationship between the people in the pictures? 2. What are they celebrating? Expected answers: 1. The people in *picture 1* are friends and in *picture 2* belong to a family. 2. The children in *picture 1* are celebrating a birthday party and the people in *picture 2* are celebrating a golden wedding anniversary.	**S ↔ S**
3. While-reading **19 mins**	**Activity 1: Read and Tick** (task 1, p. 34) - Ask Ss to work in pairs to read the text and decide which of the activities take place at a birthday party or at a wedding anniversary party or at both, then put a tick in the right column. - Call on some Ss to give the answers. - Give feedback on what Ss have. Expected answers: 1. both 2. both 3. birthdays	**S ↔ S**

	4. anniversaries 5. anniversaries 6. both 7. birthdays **Activity 2: Recognizing the wrong words** (task 2, p. 34) - Ask Ss to work in pairs, reading the text again. - Ask Ss to close their books and underline the wrong word in each sentence and provide the correct one. - Call on some Ss to give the answers. - Make corrections if necessary. Expected answers: 1. eighth (=> **seventh**) 2. makes (=> **eats**) 3. food (=> **presents**) 4. over the age of 30 (=> **over age 30**) 5. months (=> **years**) 6. 5^{th} (=> **50^{th}**) 7. silver (=> **golden**)	S ↔ S
4. Post-reading **10 mins**	**Interviewing** - Ask Ss to work in pairs, one is an interviewer and the other is an interviewee. - Ask Ss to talk about the celebration of birthday or wedding anniversaries, using the following questions: 1. *Where do you prefer to celebrate your birthday, at home or in the restaurant?* *2. Do your parents celebrate their wedding anniversaries?* *3. Are you going to celebrate your wedding anniversaries in the future? Why or why not?* - Call on some pairs to act out in front of the class. - Give comments.	S ↔ S
5. Home-work **1 min**	- Ask Ss to write a short passage about their birthday party.	**T → Ss**

UNIT 3

A PARTY
SPEAKING

Aims: By the end of the lesson, students will be able to:
- talk about parties
- know how to plan parties

Teaching aids: pictures, cards

PROCEDURE

Stages/ Timing	Activities	**Interac tions**
1. Warm-up **2 mins**	**Game: Matching** (see Appendix) - Stick pictures of different kinds of parties on the board. - Divide the class into groups of four or five. - Give each group a card. - Ask Ss to match the pictures with their names: *farewell party/ garden party / house-warming party/ birthday party/ wedding party/ New Year's party* - Ask Ss to write the answers on the card and hold up when they have finished - The group who finishes first wins the game	**T → Ss** **Ss ↔ Ss**
	Lead-in: - Have you ever been invited to one of these parties? - How was it organized? - In our speaking lesson today, we talk about parties and how to plan them.	**T ↔ Ss**
2. Pre-speaking **10 mins**	**Pre-teaching vocabulary:** - Ask Ss to give the Vietnamese meaning of the words/ phrases. 1. house-warming party: tiệc mừng nhà mới 2. farewell party: tiệc chia tay	**T ↔ Ss**
	Questions and Answers (task 2, p. 36) - Ask Ss to work in pairs to ask answer the questions about the party they have been to, using the questions in task 1, p. 35 as help.	**S ↔ S**

	+ *Whose party was it?* + *When and where was it held?* + *What did you do there?* + *What sort of food and drink did you have?* + *How did you enjoy it?* - Call on some pairs to act out in front of the class. - Make corrections on pronunciation, stress and intonation.	
3. While-speaking **20 mins**	**Activity 1: Discussion** - Ask Ss to work in groups of four or five to discuss the following question: “*What do you think of when you want to plan a party?* - Go round to control and give help. - Call on some Ss to report their groups' ideas. Suggested answers: These are the first steps in planning a party: - *Choose a place to hold the party (at home or away?).* - *Set the number of guests (who to invite).* - *Determine how much you can spend (budget).* - *Decide food and drink you want to serve at the party.* - *Send invitation cards (Give the time, date, address, directions, your phone number for RSVPs)* - *Plan plenty of short games.* - *Have extra treats (someone unexpected might show up)* **Note: RSVP = Please reply**	**Ss ↔ Ss**
	Activity 2: Role-play - Tell Ss to think of a party they are going to plan. - Elicit some useful language used to ask for information or making suggestions: + *We are planning a party. Let's talk about what each of us will do to prepare for it.* + *Let's have a discussion about our party next Saturday.* + *Why don't we have a surprise party?* + *Why don't we hire the ground floor of a bar and we could get the band in?*	**S ↔ S**

	+ *Why don't we make our own food?* + *Shall we have some music?* + *How about...?* + *That's a nice idea* - Ask Ss to work in pairs to make plans for the party. - Move around the class to give help. - Invite some pairs to present their conversation in front of the class.	
4. Post-speaking **12 mins**	**Discussion** - Put Ss to work in groups of four or five. - In each group, Ss discuss the following questions: *"In your opinion, what is your ideal party? What is it like?"* - Move around to give help if necessary. - Call on some groups' representatives to speak out their ideas in front of the class. - Make corrections and give comments.	**Ss ↔ Ss**
5. Home-work **1 min**	-Ask Ss to write a short passage to answer the questions above.	**T → Ss**

Appendix:

UNIT 3 A PARTY

LISTENING

Aims: By the end of the lesson, students will be able to:

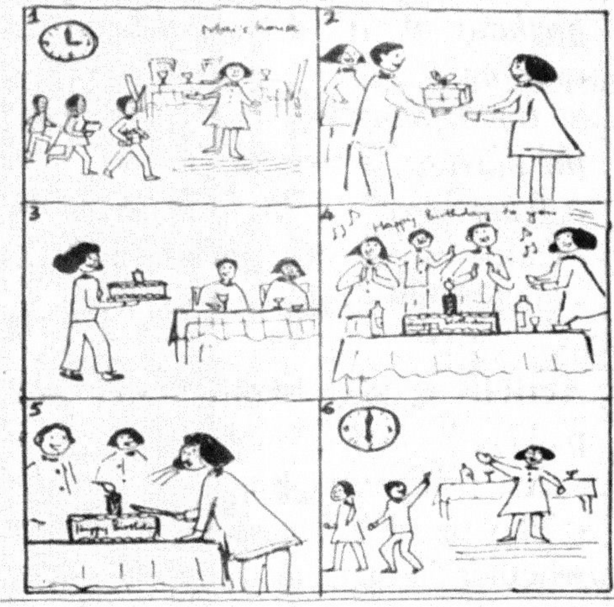
- decide on the true or false statements of the passage
- understand the passage

Teaching aids: CD player, handouts, cards.

PROCEDURE

Stages/ Timing	Activities	Interact-ions
1. Warm-up **5 mins**	**Game: Procedure** - Divide the class into 2 groups. - Place a pack of cards on the desk, face down. - Assign one representative from each group to take turns to choose a card at random. - He /she has to draw the word he/she sees on the card. He/ she must not write, speak or whisper. He/ She just gestures or mimes the word. - The other students in each group try to guess the word. - One correct word earns one point. - The group with more points wins. Key words: **cake / candles / flowers / presents/ restaurant / blow out** **Lead-in:** - What do you think of when you read these words? (Expected answer: **A birthday party**) In today's listening lesson, you'll listen to a passage about Mai's birthday party.	**T → Ss** **Ss ↔ Ss** **T ↔ Ss**
2. Pre-speaking	**Pre-teaching vocabulary**: 1. clap (v) (miming) + Do the action of clapping and ask Ss: "What	**T ↔ Ss**

10 mins	am I doing?" 2. decorate (v) (picture+ example) + Show a picture of a Christmas tree and tell Ss: What is this? There are lots of colorful electric lights on the tree. Can you fill in this gap with a verb? The children ………….. the Christmas tree with colorful electric lights. 3. icing (n) (picture+ definition): a sweet mixture of sugar, water, milk and butter or egg white that is used to cover or decorate cakes: lớp kem phủ trên mặt bánh 4. slice (n) (realia) + Bring along some slices of bread, lemon …and show to Ss.	
	Checking: Slap the board - Put the words that have been taught on the board. - Call some Ss to line up 2 queues to the front facing the boards. - Call out the words in any order. - Ask Ss to listen and slap on the correct word. **Discussion:** - Ask Ss to work in pairs to discuss the following questions: + *When would you like to organize your birthday party, during the day or in the evening?* + *What foods and drinks are often served at the party?* + *What activities do you often have at the party?* - Call on some SS to give the answers. - Give feedback on what Ss have.	**Ss ↔ Ss**
3. While-listening **19 mins**	**Activity 1: True – False Statements** (task 1, p. 37) - Ask Ss to read through the statements. - Play the tape and ask SS to listen and decide whether the statements are true (T) or false (F) Expected answers:	**S**

	1. F 2. F 3. F 4. T 5. F **Activity 2: Questions and Answers** - Ask Ss to listen again and answer the questions (task 2, p.37) - Call on some Ss to write the answers on the board. - Let Ss listen again and check with the class. Expected answers: 1. She was 16 years old. 2. Because it is noisy and expensive. 3. She served them soft drinks and biscuits at the beginning of the party. 4. The birthday cake was brought out at about four thirty. 5. It was beautifully decorated with pink and white icing. 6. They clapped their hands eagerly and sang "Happy Birthday". 7. About six in the evening	
4. Post-listening **10 mins**	**Speaking** - Ask Ss to work in groups of four or five to describe Mai's birthday party, using the pictures below as help. - Go around to give help if necessary. - Call on some Ss to talk about Mai's birthday party in front of the class. - Make corrections and give comments.  1 Mai's house 2 3 4 Happy Birthday to you 5 Happy Birthday 6	**Ss ↔ Ss**

5. Home-Work 1 min	- Ask Ss to write a short passage to describe Mai's birthday party. - Prepare for the next lesson.	T → Ss

UNIT 3

A PARTY

WRITING

Aim: By the end of the lesson, students will be able to write an informal letter of invitation.

Teaching aids: handouts, posters

PROCEDURE

Stages/ Timing	Activities	Interact -ions
1. Warm-up **5 mins**	**Game: Can you find these three words? (see Appendix)** 1 Ⓛ Ⓔ G S 2 S I Ⓣ Ⓣ I N G 3 D O Ⓔ Ⓡ 4 Ⓞ Ⓕ T E N 5 Ⓘ Ⓝ V I T E 6 Ⓥ Ⓘ E Ⓣ N Ⓐ M 7 Ⓣ Ⓘ M E 8 S Ⓞ Ⓝ - Divide the class into groups of four or five. - Deliver handouts with sentences and phrases. (see Appendix) - Ask SS to read and find the correct word to fill in the numbered rows. - Ask them to make three words with the letters in the ○	**T → Ss** **Ss ↔ Ss**
	Key: **Letter of invitation**	**T ↔ Ss**

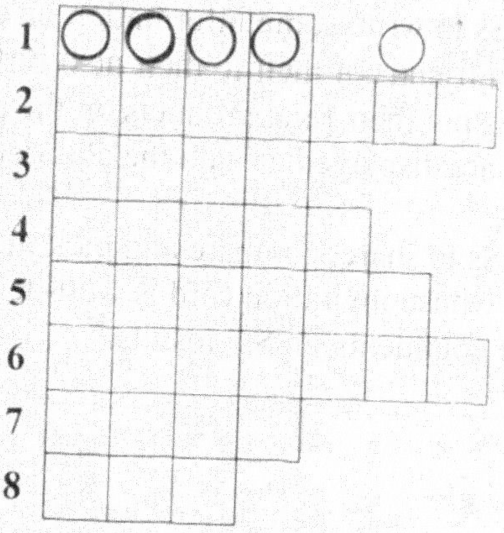
	Lead-in: - Have you ever invited your friend to a party? - How do you say to invite a friend of yours to the party? Today, you will learn how to write an informal letter of invitation to invite a person to a party.	
2. Pre-writing **10 mins**	**Activity 1: Letter Completion** (task 2, p. 38) - Ask Ss to work in pairs to read the letter of invitation and complete it with the words or phrases given. - Call on some Ss to give the answers. - Go over the answers with the class. Expected answers: 1. at my house 2. to come 3. refreshments 4. to cook 5. winners 6. by Monday	**S ↔ S**
	Activity 2: Re-ordering - Have Ss work in groups of four. - Tell them to put the headings into the correct order of format of a letter of invitation. a. A request for confirmation b. The announcement and a general invitation c. A friendly reason for invitation d. The precise arrangement suggested e. Closing (Expected answer) 1. – b. The announcement and a general invitation 2. – c. A friendly reason for invitation 3. – d. The precise arrangement suggested 4. – a. A request for confirmation 5. – e. Closing **Activity 3: Eliciting** - Elicit the useful statements used in writing a letter of invitation from Ss. - Ask Ss: What do you say to invite or persuade a friend of yours to come to your party? (Expected answers) + Why don't you join us? + Do you feel like joining us? + Would you like to come with me?	**Ss ↔ Ss** **T ↔ Ss**

	+ How about going to the party tonight? + I 'd very much like you to join us	
3. While-writing **15 mins**	**Write it Yourself** - Ask Ss to write an in formal letter of invitation to invite their classmates to their birthday party. - Go around to control and give help. Suggested writing: *Dear Nam,* *It'll be my birthday next Saturday. I'd like to invite you to come to the party, which will be at my house probably at 4 p.m. Can you come to join us? Give me a call before Saturday.* *Hope to see you then.* *Best wishes,* *Lan*	**S**
4. Post-writing **14 mins**	**Activity 1: Peer Correction** - Ask Ss to exchange their writings and correct the mistakes. - Go around the class to check what Ss are doing. - Give feedback and comments. **Activity 2: Exhibition** - Ask Ss to work in groups of five or six. - Tell each group to take out a sheet of paper and design an invitation card with colored pencils they can find. - Ask Ss to write some information on the cards to invite a friends of their to their next birthday party. - Let Ss put their final products on the posters, which are displayed around the classroom. - Ask Ss to share, compare and pick the winning group whose invitation card is well-designed. - Give comments on Ss' results.	**Ss ↔ Ss** **Ss ↔ Ss**

5. Home-work **1 min**	(Deliver handouts) - Ask Ss to combine the fragments below to form a letter of invitation to lunch: a. *Yours* *b. Dear David* *c. It is such an age since we met and I am very anxious to hear how things are with you* *d. Let me know if this is convenient for you* *e. I shall be in London for a couple of two days next week and I was wondering if you could have lunch with me* *g. What about Friday, 16th February?* h. *If this would suit you, I suggest we meet in the bar of the International Hotel at 12.30.* *i. Pierre* Key: b– e – c– g– h – d – a – i	**T → Ss**

Appendix

1. A table can't stand without them
2. the present participle of "sit"
3. a person who does something
4. the opposite of "seldom"
5. what you do to ask someone to visit your house
6. the name of your country
7. "What ...... is it? "- It's 6 o'clock
8. the opposite of "daughter"



UNIT 3 A PARTY

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- distinguish the phonemic sounds / l /, / r /, / h /.
- understand the use of the Infinitive, Gerund and Passive infinitive.
- use some verbs or phrases followed by the infinitive or Gerund in sentences.

Teaching aids: handouts, posters

PROCEDURE

Stages/ Timing	Activities	Interact -ions
1. Warm-up **2 mins**	**Game: BINGO** - Hang on a posters with the following words: *house/ holiday /library / lemonade / hospital/ husband /* *ready/ really / restaurant / like / lovely / lunch /* - Ask Ss to look at the words on the poster, choose five words and write them down on a piece of paper. - Read the words aloud for Ss to cross out. - Ask Ss to say BINGO if they have crossed out all the five words they have chosen. - Ask Ss to give some more words having the same initial sounds as the words on the posters. - Introduce the sounds /l /, / r/ and / h/.	**T ↔ Ss**
2. Present-ation 1 **10 mins**	**Pronunciation:** **Activity 1: Listen and Repeat** - Read aloud the words and have Ss listen. - Read again and ask Ss to repeat. - Call on some Ss to read and make corrections if	**T ↔ Ss**

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<td>necessary.
Activity 2: Practice the sentences
- Ask Ss to work in pairs to practice reading the sentences.
- Go around to give help.
- Call on some Ss to read.
- Give comments.</td>
<td>S ↔ S</td>
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<td>3. Presentation 2

5 mins

8 mins</td>
<td>Grammar: Lucky numbers
- Divide the class into two groups.
- Tell Ss they have nine numbers, three of which are lucky numbers. Each group in turn chooses the numbers and makes a sentence with the cues given. If the group has a correct answer or a lucky number, they earn one point. If the group can't give the correct answer to get the point, the other group can answer. The group with more points wins the game. (Lucky numbers are 4, 6,9)

1.We/ decide / not go out/ cold weather
2. He / finish / clean / the floor
3. I / not interested / discuss / the problems
4. Lucky number
5. It / no use / do exercises / every morning
6. Lucky number
7. I / not mind / be kept/ wait
8. He / invite / come / his party
9. Lucky number
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Expected answers:
1. We decided not to go out in cold weather.
2. He finished cleaning the floor.
3. I am not interested in discussing the problems.
5. It is no use doing exercises every morning.
7. I don't mind being kept waiting.
8. He invited me to come to his party.

Eliciting and introducing verbs: (related to warm-up)</td>
<td>T → Ss

Ss ↔ Ss

T ↔ Ss</td>
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	- Ask Ss to give the verbs/ verbal phrases followed by To –infinitive (Expected answers) *would like / be able / demand / seem/ want / agree / invite / decide / hope / expect / offer / manage / refuse/ mean (intend) / tell* **Checking**: Have Ss give the form and usage **Form:** Verb + to- infinitive **Usage**: To add information to what is expressed in certain verbs -Ask Ss to give some verbs/ verbal phrases followed by the Gerund (Expected answers) *enjoy / miss / risk / appreciate / avoid/ detest /dislike / It 's no use / can't help / postpone/ mind / be worth / mention / keep / count on / give up ...* **Checking**: Ask SS to give form and usage of these verbs **Form**: Verb + V+ ing (gerund) **Usage**: To add information to what is expressed in certain verbs	
4. Practice **18 mins**	**Activity 1: Sentence completion** (exercise 1, p. 40) - Have Ss work in pairs to complete the sentence with the correct form gerund or to- infinitive. - Go around to control. - Call on some Ss to give the answers. Expected answers: 1. having 2. getting 3. to tell 4. practicing 5. to see. **Activity 2: Multiple Choice** (exercise 2, p.40) - Put Ss into pairs to choose the correct answer. - Call on some Ss to give the answers. - Make corrections if needed. Expected answers: 1. A 2. A 3. B 4. B 5. A	**S ↔ S** **S ↔ S**

5. Home-work **2 mins**	1. Have Ss do the exercise 3 on page 41 in their textbooks 2. Sentence transformation (deliver handouts) Rewrite each sentence, beginning as shown, so that the meaning stays the same: a. I must see the manger. *I demand* .... b. I'm quite happy to be kept waiting. *I don't mind* .... c. "Shall I carry that bag for you?" said Pauline. *Pauline offered* .... d. They said they would like me to stay with them in Florida. *They invited* .... e. It's very kind of you to give me a lift. *I appreciated* .... Key: a. I demanded to see the manager. b. I don't mind being kept waiting. c. Pauline offered to carry that bag for me. d. They invited me to stay with them in Florida. e. I appreciated your giving me a lift..	**T → Ss**

UNIT 4 VOLUNTEER WORK

READING

Aims: By the end of the lesson, students will be able to:

- scan read for specific information
- understand volunteer work

Teaching aids: charts, pictures

PROCEDURE

Stages/ Timing	Activities	Interact-ions
1. Warm-up	**Describing pictures** (see Appendix) - Show Ss some pictures and ask them question: What are the people in the pictures doing?	T ↔ Ss

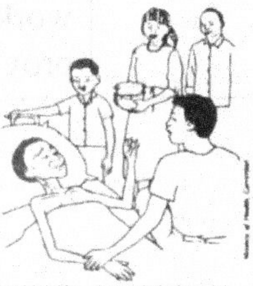
2 mins	(Expected answers) Picture 1: He is helping the blind children to read. Picture 2: The students are helping the handicapped. Picture 3: These people are helping the AIDS patient.	
	Lead-in: - These people are doing the work without being paid for it. What do you call this kind of work? (Expected answer): **VOLUNTEER WORK** In our lesson today, you will know about volunteer work in the USA.	**T ↔ Ss**
2. Pre-reading **12 mins**	**Pre-teaching vocabulary**: 1. volunteer (n) (picture+ explanation) + These people are doing volunteer work. They are volunteers. 2. volunteer (v) (definition): to offer to do something without being forced to do it or without getting paid for it 3. voluntary(a) (situation) + Ask SS to fill in the gap with one suitable word In her spare time, she does the work without being paid for it. In her spare time, she does ………………… work 4.orphanage (n) (question) + Ask Ss: What do you call the home for children whose parents are dead? 5. mow (v) (picture+ example): xén, gặt + Show a picture of a mower and ask Ss to fill in the gap with one word in the following sentence: - This machine is used to ……………… the lawn + lawn-mower(n): máy xén cỏ 6. handicapped (a) (picture): người tàn tật + Show a picture of the handicapped 7. remote(a) (synonym)	**T ↔ Ss**

	+ What is the synonym of "far away"? **Checking: Gap-fill** (using a chart) 1. When she retired, she did a lot of ……… service for the Red Cross. 2. She was sent to an ……….. when her mother died. 3. He continued to ……………….. the lawn and did routine chores. 4. She needs some ……………. to clean up the kitchen. 5. The company …………… to donate fifty trucks to help the flooded areas. 6. We have visited many villages in ………….. areas. 7. I'm going to work two days a week teaching ………….. kids to fish. Expected answers: 1. voluntary 2. orphanage 3. mow 4. volunteers 5. volunteers/ volunteered 6. remote 7. handicapped **Reading between the lines:** *"If you give me fish* *I will eat today* *If you teach me to fish* *I will eat my whole life long"*	S Ss ↔ Ss
	- Let Ss work in groups of four to read the saying and explain what it means. - Go around to control and give help. - Call on some groups to report their ideas. Expected answer: *If someone gives you something to eat, you will not feel hungry anymore but this won't last long. If someone gives you an opportunity to work or teaches you how to work, you will earn your own living for a long time.* We can express the saying in another way like this: *"Give a man a fish and you feed him for a day. Teach a man to fish and you feed him a lifetime"*	

3. While-reading **20 mins**	**Activity 1: Multiple-Choice** (task 2, p.48) - Put Ss into pairs. - In pairs, ask them to choose the best answer from A, B, C or D for each of the sentence. - Call on some Ss to give the answers. - Make corrections. Expected answers: 1. A 2. D 3. B 4. D 5. B	**S ↔ S**
	Activity 2: Reading race - Ask Ss to work in groups of five or six. - Ask them to close their books. - Tell each group to choose a secretary who will go to the board to listen to three questions in task 3, p.49. - Read the questions and ask the secretaries of the groups to listen to the questions carefully and take notes then say them again to the group. Each group has to answer the questions as quickly as they can. The secretary writes them on a poster then sticks the poster on the board. - When Ss have finished, check with the class. - The group who finishes first and has the correct answers will be praised. Expected answers: 1. They read books to the people there, play games with them and listen to their problems 2. They give care and comfort to them and help them overcome their difficulties. 3. During summer vacations, they volunteer to work in remote or mountainous areas to provide education for children.	**S ↔ S**

4. Post-reading **10 mins**	**Discussion** - Ask Ss to work in groups of four or five to discuss the following questions: *1. What kind of volunteer work do you usually do at school?* *2. What do you usually do in each kind of volunteer work?* - Go around the class to listen and help the groups with vocabulary. - Call some representatives to report their groups' ideas. - Give comments. Suggested ideas: *- collecting donations from friends, family and involving them in fundraising activities (to help the poor students).* *- taking part in the Red Cross of the school (to give presents to the best students living in remote areas on New Year's Festival / to help the agent orange victims...)* *- participating in the Green Saturday Movement (to clean the streets and river banks / to plant trees/ to raise people's awareness of protecting the environment...)*	Ss ↔ Ss
5. Home-work **1 min**	**Writing** - Ask SS to write a short paragraph, answering the question *"Why do people do volunteer work?"*	T → Ss

Appendix:



UNIT 4 VOLUNTEER WORK

SPEAKING

Aims: By the end of the lesson, students will be able to:

- identify types of volunteer work
- talk about volunteer work

Teaching aids: charts, pictures

PROCEDURE

Stages/ Timing	Activities	Interact -ions
1. Warm-up **5 mins**	**Game: Word grid** (see Appendix) - Hang on a chart with all the words in their rows and cover each row with a piece of paper. - Divide the class into two groups. - Ask each group to choose the numbered row in turn, read the explanation for the word in that row and say what the word is. - Uncover the piece of paper of each row when Ss have the correct answer. - One correct answer gets one point. If they can guess the word in vertical column, they get five points. - The group with more points wins. The shaded word in vertical column: **VOLUNTEER** **Lead-in**: - Do you want to be a volunteer? - Have you ever done volunteer work? Today, we will talk about types of volunteer work.	**T → Ss** **Ss ↔ Ss**
2. Pre-speaking **7 mins**	**Pre-teaching vocabulary:** 1. invalid (n) (picture+ situation) - Show the picture of a man sitting on a wheel-chair, say to Ss: + Look at this man. He has to be confined to a wheel-chair and he needs other people to take care of him. He is an .... 2. martyr (n) (situation): liệt sĩ	**T ↔ Ss**

	Example: Do you know Nguyễn Văn Trỗi? He devoted himself to the revolutionary cause and he was killed by the enemy. He is considered a …………….. . 3. intersection (n) (picture): chỗ cắt nhau của hai hoặc nhiều đường giao thông; ngã tư + Show a picture of a place where two roads or more meet or cross each other. 4.disadvantaged (a) (explanation): chịu thiệt thòi + Say to Ss: People who are *disadvantaged* live in bad condition and don't have things such as education or enough money. **Checking: Matching** -Ask Ss to match the words with their Vietnamese meaning. **Reading and Distinguishing** (task 1, p.49) - Ask Ss to read the activities and decide which of them are volunteer work. - Call on some Ss to give the answers. - The rest of the class give comments. Expected answers: - Helping people in the remote or mountainous areas - Giving care and comfort to the poor and the sick. - Providing education for disadvantaged children. - Joining the Green Saturday Movement.	S
3. While-speaking **20 mins**	**Activity 1: Role-play** (task 2, p.50) - Ask Ss to work in pairs to practice speaking the dialogue. - Go around the class to help Ss with difficulties. - Call on some pairs to role play in front of the class. **Activity 2: Dialogue-building** - Ask Ss to work in pairs to make a similar conversation, using the activities given in task 2, p.50. - Work with a student to give a model. Example: A: *What kind of volunteer work are you participating in?*	**S ↔ S** **T ↔ S**

	B: I'm taking part in directing the traffic. *A: What exactly are you doing?* *B: I'm directing vehicles at the intersections.* *A: Do you enjoy the work?* *B: Yes. I enjoy the work very much because I like helping people.* - Call on some pairs to act out the conversations. - Make corrections in pronunciation, intonation and grammar	**S ↔ S**
4. Post-speaking **12 mins**	**Group Discussion** - Put Ss into groups of four or five. - Ask them to discuss the question: "*What should you do to help children in poverty in your hometown?*" - Call on some groups to report their ideas. - Give feedback. Suggested ideas: - *saving pocket money* - *raising money* - *collecting old clothes* - *collecting old textbooks and toys*	**Ss ↔ Ss**
5. Home-work **1 min**	**Information searching**: - Tell Ss to search on the Internet the information about some volunteer organizations in the world.	**T → Ss**

Appendix: Word grid

1.You often .... your friend to a party
2.The Greek God of Love is ....
3.The First Day of May is .... Day
4.The writer of a book, a play
5.A national song is an ....
6."My Heart Will Go on" is the theme song in the film ....
7.Manchester United is the richest football ....
8.The moon moves round the ....
9.My father joined the .... in the war

I	N^1	**V**	I	T	E		
E	R^2	**O**	S				
		L	A^3	B	O	U	R
	A	**U**^{4}	T	H	O	R	
	A	**N**^{5}	T	H	E	M	
T	I^6	**T**	A	N	I	C	
	T	**E**^{7}	A	M			
		E	A^8	R	T	H	
	A	**R**^{9}	M	Y			

UNIT 4 VOLUNTEER WORK

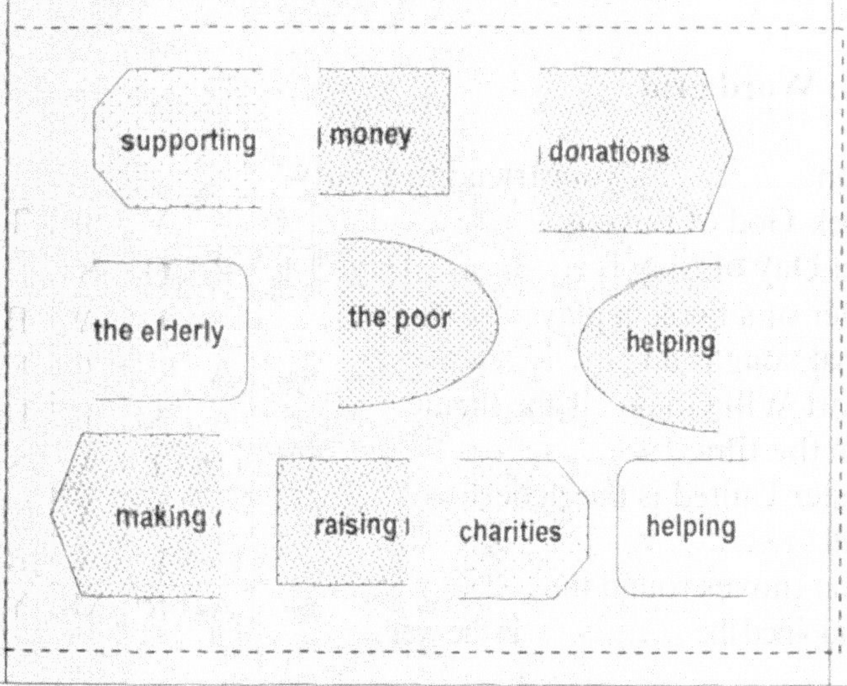
LISTENING

Aims: By the end of the lesson, students will be able to:

- listen for specific information
- know more about volunteer work

Teaching aids: CD player, posters, handouts, pieces of paper

PROCEDURE

Stages/ Timing	Activities	Interact -ions
1. Warm-up **5 mins**	**Game: Finding One's Other Half** - Divide the class into two teams A and B. - Hang on two posters on the board. - Stick pieces of paper with different shapes and colors on each poster. - Ask Ss in each team to combine pieces of paper with the same shape or color together. - The team who first finishes wins. - Check Ss' understanding of the instructions.	T → Ss Ss ↔ Ss
	 supporting money donations the elderly the poor helping making raising charities helping	

	Keys: supporting charities /raising money /helping the poor / helping the elderly / making donations **Lead-in:** - (point at the posters) These activities are volunteer work In today's lesson, you will listen to a passage to know more about volunteer work.	
2. Pre-listening **5 mins**	**Pre-teaching vocabulary:** 1. co-operate (v) (example) Example: I work with him and help him for a particular purpose. I .... with him. 2. fundraising (n)(question): hoạt động gây quỹ + Ask SS: - What do you call the activity of collecting money to support a charity or an organization? 3. sponsor (n) (situation): nhà tài trợ + Hue Brewery Company paid all the expenses for the Festival held in 2006 This company was the .... of the Festival. **Checking: Vietnamese-English equivalent** - Say an English word and ask Ss to speak out its Vietnamese equivalent. - Say the Vietnamese meaning of a word and ask Ss to speak out the English word.	**T ↔ Ss**
3. While-listening **20 mins**	**Activity 1: Gap-fill** (task 1, p. 51) - Play the tape and ask Ss to listen and fill in the missing information. - Let Ss listen again if necessary. - Call on some Ss to give the answers. - Make corrections when needed. Expected answers: 1. informal 2. 30 street children 3. 250 children 4. 1998 5.volunteers/ February **Activity 2: Error Recognition** - Deliver handouts with the following sentences: 1. Spring School provides classes for	**S**

	disadvantaged children in Ho Chi Minh City. 2. Dance, theatre, singing and circus classes was set up a year later. 3. Spring School requires volunteers helping organize their fundraising dinner. 4. This is an exciting night in where children perform circus, theatre, dance and singing. 5. More schools like Spring School will soon be finding in other cities in Vietnam. - Have Ss listen and underline an error in each sentence and correct it. - Call on some Ss to give their answers. - Give feedback on what Ss have. Key: 1. to 2. were 3.to help 4. which 5. found	
	Activity 3: Questions and Answers (task 2, p. 51) - Let Ss listen to the passage again and find the answers to the questions. - Ask them to compare the answers in pairs. - Give feedback. Expected answers: 1. It provides classes to disadvantaged children in Ho Chi Minh City. 2. Dance, theatre, singing and circus were set up in 1999. 3. Because they need money to continue their English and Performance Arts classes. 4. At one of the largest hotels in Ho Chi Minh City 5. To contact sponsors and help to expand the school activities.	**S ↔ S**
4. Post-listening **14 mins**	**Speaking** - Ask Ss to work in pairs to tell about Spring School, using the following suggestions: + *The aim of Spring School* + *The number of children living and studying at the school or attending classes* + *The activities the children at the school take*	**S ↔ S**

	part in *+ The kinds of volunteers that Spring School requires* - Go around the class to give help where necessary. - Call on some Ss to report in front of the class.	
5. Home-work **1 min**	Ask Ss to summarize the story about Spring School.	**T → Ss**

UNIT 4

VOLUNTEER WORK

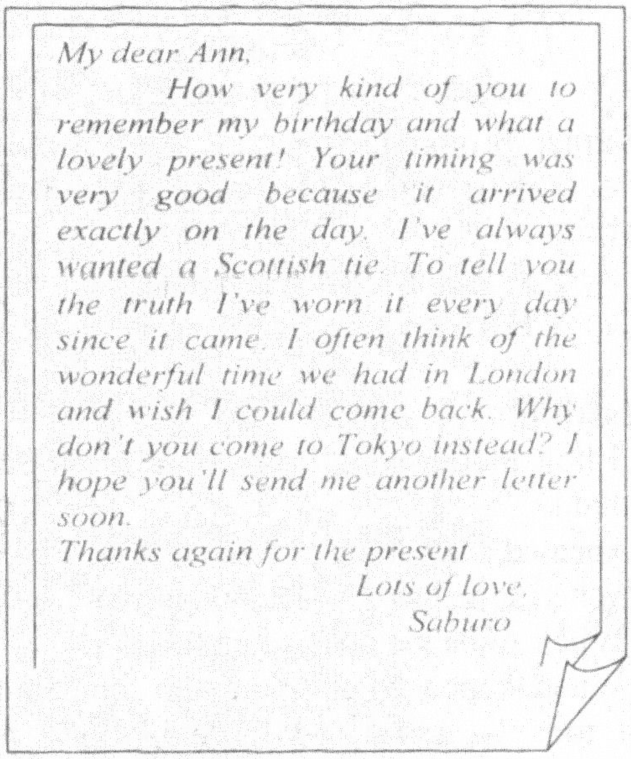
WRITING

Aim: By the end of the lesson, students will be able to write a formal letter expressing gratitude.

Teaching aids: charts, realia

PROCEDURE

Stages/ Timing	Activities	Interact-ions
1. Warm-up **2 mins**	**Game: Jumbled Word** - Ask Ss to work out the anagram of the following word: STANHK Key: **THANKS** **Lead-in:** - Elicit the answers from Ss: - When do you say "thanks"? Expected answers: - When someone gives you a present - When someone does you a favor - When someone helps you with something In today's lesson, you'll learn how to write a formal letter to express gratitude or thanks.	**T → Ss**

2. Pre-writing **13 mins**	**Pre-teaching vocabulary**: 1. amount (n) (synonym): số tiền + What is the synonym of "a sum of money"? 2. donation (n)(translation) + Ask Ss: How do you say "vật tặng, sự đóng góp" in English? 3. issue (v) (realia + situation): phát hành + Show a volume of Women Magazine to Ss: This is a monthly magazine It is ………… once a month **Checking: ROR** - Rub out the word and leave the Vietnamese meaning on the board. - Point at each Vietnamese equivalent and have Ss say the English word. - Ask Ss to write the English words again.	**T ↔ Ss** **T ↔ Ss**
	Activity 1: Reading and Identifying - Put Ss to work in pairs to read the two letters and decide which is formal and which is informal. - Ask Ss to say the reason of their answer. - Call on some Ss to give their ideas. - Give feedback. **Letter 1:**  *My dear Ann,* *How very kind of you to remember my birthday and what a lovely present! Your timing was very good because it arrived exactly on the day. I've always wanted a Scottish tie. To tell you the truth I've worn it every day since it came. I often think of the wonderful time we had in London and wish I could come back. Why don't you come to Tokyo instead? I hope you'll send me another letter soon.* *Thanks again for the present* *Lots of love,* *Saburo*	**T ↔ Ss**

Letter 2:

Dear Mr. Smith,

Now that I am back home again and I would like to offer my sincere thanks to you for such a wonderful holiday. My English is not good enough to express my appreciation of what you did for me. But I can say that I have never had such a good time in my life. Truly I shall never forget your kindness. Once more let me thank you most warmly for a marvelous stay.

Yours sincerely,
Le Van Hung

Expected answers:

Letter 1 is informal:
- Short and incomplete sentences (Why don't you come to Tokyo instead? / Thanks again for the present).
- Informal expressions, shortened forms (Lots of love / I've / you'll).
- Informal greeting (My dear Ann)

Letter 2 is formal:
- Complete sentences, full forms (I am back again/ I have never had …/ I shall never forget…)
- Formal expressions (I would like to offer …/ Yours sincerely).
- Formal greeting (Dear Mr. Smith)

Activity 2: Re-ordering

- Hang on a chart with parts of a thank-you letter arranged in the wrong order.

a. *An offer to pay and a renewal of thanks*
b. *A personal remark about the usefulness of the gift or present*
c. *An acknowledgement and thanks*
d. *Closing*
e. *A fuller expression of gratitude*

T ↔ Ss

	- Ask Ss to work in pairs to put them into a logical order of a letter. - Call some Ss to give the answers. - Check with the class. Expected answers: *1. An acknowledgement and thanks* *2. A fuller expression of gratitude* *3. A personal remark about the usefulness of the gift or present* *4. An offer to pay and a renewal of thanks* *5. Closing*	
	Activity 3: Eliciting - Elicit some useful expressions used to express gratitude or thanks in a formal thank-you letter from Ss. Expected answers: + *I am most grateful to you for...* + *I would like to express my thanks to you for...* + *On behalf of ... I am writing to thank you for...* + *I would like to offer my sincerest thanks to you for ...* + *My heartfelt thanks go to you for ...* + *I am very much obliged to you for ...* + *I owe a great debt of gratitude to you for...* + *I would like to give special thanks to you for...*	T ↔ Ss
3. While-writing **16 mins**	**Write a thank-you letter** (task 2, p. 53) - Ask Ss to read the situation in task 2 on page 53 and then write a letter to thank for the donation. - Go around to control and give help. - Collect Ss' writings when they have finished.	S
4. Post-writing **12 mins**	**Correction** - Choose one writing and ask a student to write it on the board. - Ask the whole class to correct the mistakes.	Ss ↔ Ss

	- Give comments.	
5. Home-work **2 mins**	- Ask Ss to read and underline the sentences that express the points given in the letter in task 1 on page 52. - Ask Ss to write a letter of thank for a birthday present.	**T → Ss**

UNIT 4

VOLUNTEER WORK

LANGUAGE FOCUS

Aims: By the end of the lesson, the students will be able to:

- distinguish between the sounds /w/ and /j / and practice pronunciation
- understand to use between gerund or present participle

Teaching aids: handouts, regalia

PROCEDURE

Stages/ Timing	**Activities**	**Interact -ions**
1. Warm-up **2 mines**	- Bring along a *yardstick* and a *whistle* to show to Ss and ask them what the things are. - Read the words aloud. - Ask Ss to give the initial consonant sounds of the words. - Introduce the sounds / w/, and / j /.	**T ↔ Ss** **S ↔ S**
2. Present-action 1 **10 mins**	**Pronunciation:** **Activity 1: Listen and Repeat** - Read the sounds and the words. - Ask Ss to repeat. - Call on some Ss to read. - Make corrections if needed.	**T ↔ Ss**
	Activity 2: Practice Reading the Sentences - Ask Ss to work in pairs to practice reading the	**S ↔ S**

	sentences. - Move around the class to give help. - Ask Ss to find the words containing the sounds /w/ and /j / in the reading text.	
3.Presentation 2 **12 mins**	**Grammar: Gerund and Participle** - Hang on chart with the following sentences: 1. "Where is Sally?" – She is playing tennis 2. It is a worrying problem 3. The girl standing over there is Alice 4. Playing tennis is not expensive in England 5. I enjoy walking in the countryside 6. I heard him coming into the hall 7. Having finished the work, he went home 8. He admitted having stolen my bike - Ask Ss to work in pairs to underline the ING- form words and identify which is gerund or present participle, perfect gerund or perfect participle. Expected answers: 1. *playing* – present participle 2. *worrying*- present participle 3. *standing*- present participle 4. *playing*- gerund 5. *walking*- gerund 6. *coming* – present participle 7. *having finished*- perfect participle 8. *having stolen*- perfect gerund - Elicit and give a presentation of the grammatical point: • **The gerund** and **the present participle** have the same form: V + ing • **The gerund** often acts like a verb and a noun at the same time. It can be used: - as the subject of a sentence Example: ***Playing*** *tennis is not expensive in England* - as complement of a verb Example: *What I have to do now is* ***writing*** *a letter to her*	T → Ss S ↔ S T ↔ Ss

	- after prepositions Example: *I'm afraid of **going** out alone in the dark* - after certain verbs such as: enjoy, miss, finish, delay, avoid, suggest, risk, postpone, admit … Example: *I enjoy **walking** in the countryside* • The present participle indicates action, more like a verb or an adjective. It can be used: - as a verb in the continuous tense form Example: *She is **playing** tennis* - as an adjective: Example: *It's a **worrying** problem* - to replace a relative clause Example: *The girl (who is) **standing** over there is Alice* - to replace subject + verb in the main or subordinate clauses Example: ***Entering** the room, I saw him* - after the verbs *catch/find/leave* + SO Example: *I caught him **stealing** my bike* *Don't leave her **waiting** outside in the rain* - after some verbs such as: *waste /spend / go / be busy* Example: *You waste time **copying** the lesson again* *My sister spends most of her time **reading*** *She is always busy **doing** homework* *I often go **fishing** in my free time* - after verbs of perception such as: *see/ hear / smell /observe/ notice/ watch* Example: *I heard him **coming** into the hall* • **Perfect Gerund** is the perfect form of the gerund. It is used to refer to a past action. Example: *He admitted **having stolen** my bike* • **Perfect Participle** is the perfect form of the present participle. It is used when one action happens before another action. Example: ***Having finished** her work, she went home*	
4. Practice **20 mins**	**Activity 1:** (exercise 1, p.54) - Ask Ss to do the exercise 1 on page 54. - Call on some Ss to give the answers.	**S**

	- Check with the class. Expected answers: 1. hearing 2. bending 3. behaving 4.meeting 5. spending 6. waiting 7. starting **Activity 2**: (exercise 2, p.54) - Put Ss into pairs - In pairs, ask them to do the exercise 2 on page 54 Expected answers: 1. burning/ rising 2. reading 3. lying 4. shopping 5. preparing 6. trying 7. modernizing **Activity 3**: (exercise 3, p. 55) - Ask SS to do the exercise 3 on page 55. - Go over the answers with the class. Expected answers: 1. having made 2. Having been 3. having been 4. Having tied 5. Having read 6. having taken	**S ↔ S** **S ↔ S**
5. Home-work **1 min**	**Sentence transformation** (deliver handouts) Rewrite the sentences, beginning as shown, so that the meaning stays the same: 1. He rushed out of the room. He was shouting at the top of his voice. *Shouting* .... 2. Don't copy the lesson again. You waste a lot of time. *You waste* .... 3. We bought our tickets. Then we went into the theatre. *Having* .... 1. Jim was playing tennis. He hurt his arm. *Jim hurt* .... 2. They found her. She was walking along the beach. *They found* .... Key: *1. Shouting at the top of his voice, he rushed out of the room.* *2. You waste time copying the lesson again.* *3. Having bought our tickets, we went into the theatre.* *4. Jim hurt his arm playing tennis.* *5. They found her walking along the beach.*	**T → Ss**

UNIT 5 ILLITERACY

READING

Aims: By the end of the lesson, students will be able to:

- scan read for specific information
- skim read for detailed information
- know about illiteracy problems

Teaching aids: pictures, handouts

PROCEDURE

Stages/ Timing	Activities	Interact -ions
1. Warm-up **5 mins**	**Game: Word Association** (see Appendix) - Divide the class into groups of four or five. - Deliver handouts with the groups of four words. Each word in the groups of four words is connected with the same thing. - Ask Ss to write down the missing word in each group. Example: horn, graze, milk, hay – COW - Ask Ss to find out the key word which is formed by the initial letters of all the words they have found. - The group who finds out the word first wins. Expected answers: 1. insect 2. library 3. luggage 4. income 5. tree 6. eyes 7. river 8. animal 9. tea 10. earth **The key word**: **ILLITERATE** **Lead-in:** - What is " illiterate "? When you don't know how to read or write, you are illiterate. Our lesson today will help you to know about illiteracy in Vietnam over the last few years.	**T → Ss** **Ss ↔ Ss**
2. Pre-reading	**Pre-teaching vocabulary**: 1. campaign (n)(situation): chiến dịch	**T ↔ Ss**

7 mins	+ Ask SS to fill in the gap with a suitable word in the following sentence: You all know General Võ Nguyên Giáp?. He was the leader of Điện Biên Phủ .... 2. eradicate (v) (synonym) – eradication (n) + What is the synonym of “to eliminate or to get rid of”? 3. ethnic minority (n) (picture+ situation): dân tộc thiểu số + Point at the picture and say to Ss: These people live in the mountainous areas. They are the Tay, Nung etc. They are .... people. 4. expand (v) (synonym): to become larger **Checking: Rub out and Remember** - Rub out the words and leave the Vietnamese meaning, synonym or explanation on the board. - Point at each explanation or synonym and have Ss speak out the English word.	
3. While-reading **20 mins**	**Activity 1: Read and Underline** - Ask Ss to read the text silently and underline the expressions given in task 1 on page 58. - Ask Ss to find out the Vietnamese equivalent to the expressions and exchange the ideas with the one sitting next to them. - Give feedback. Expected answers: 1. Phổ cập giáo dục tiểu học 2. Hội khuyến học Việt Nam 3. Xóa mù chữ 4. Kỹ thuật canh tác 5. Kế hoạch hóa gia đình **Activity 2: Finding the main ideas** (task 2, p. 58) - Ask Ss to work in pairs to choose the main idea of the passage. - Invite some Ss to give the answers. Expected answer: D. The fight against illiteracy **Activity 3: Questions and Answers** (task 3, p. 58) - Ask Ss to work in pairs to answer the questions.	**S** **S ↔ S**

	- Call on some Ss to write the answers on the board. - Check with the class. Expected answers: 1. 94% of the population 2. The campaign for illiteracy eradication 3. 600 students in 2000/ 800 students in 2001 4. They voluntarily spent their summer vacations teaching illiterate people to read and write. 5. Illiteracy will soon be eradicated.	
4. Post-reading **12 mins**	**Discussion** - Ask Ss to work in groups of four or five to discuss the following question: *Imagine that there are some illiterate people living in your neighborhood, what should you do to help them read and write?* - Call on some groups' representatives to report their ideas. - Give comments.	**Ss ↔ Ss**
5. Home-work **1 min**	- Ask Ss to summarize the text.	**T → Ss**

Appendix: Word Association

1. beetle, ant, mosquito, butterfly
2. shelf, reference, book, lend
3. bag, suitcase, briefcase, haversack
4. wages, pay, salary, earnings
5. trunk, leaf, branch, bark
6. lash, glasses, tear, blind
7. mouth, bank, flow, water
8. lion, tiger, dog, cat
9. cup, bag, pour, green
10. air, ozone layer, land, move

1			S			T	■
2	L					R	
3		U		G			E
4		N			M		■
5	T				■	■	■
6		Y			■	■	■
7			V		R	■	■
8		N					■
9			A	■	■	■	■
10			R		H	■	■

UNIT 5 ILLITERACY

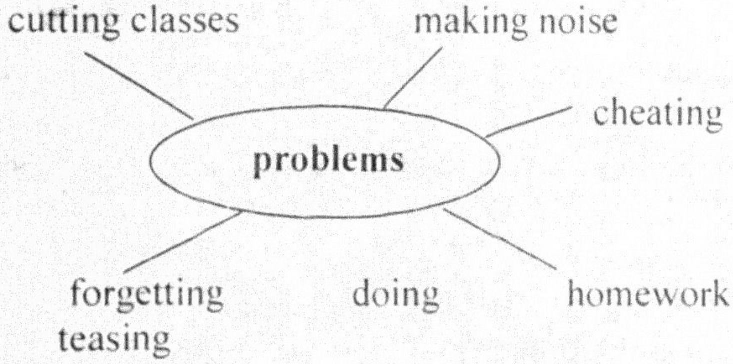
SPEAKING

Aims: By the end of the lesson, students will be able to:

- talk about illiteracy problems
- offer solutions to the problems

Teaching aids: cards

PROCEDURE

Stages/ Timing	Activities	Interactions
1. Warm-up **5 mins**	**Brainstorming** - Ask Ss to brainstorm the problems they often encounter at school  cutting classes making noise cheating problems forgetting doing homework teasing **Lead-in:** - Do you meet with these problems in your class? - How do you solve them? Today, we will discuss the problems your class cope with and offer some solutions to these problems.	**T ↔ Ss**
2. Pre-speaking **5 mins**	**Matching –up** - Ask Ss to work in pairs to match each problem in A with its appropriate solution in B (task 1, p.59). - Call on some Ss to give the answers. - Check with the whole class. Expected answers: 1. b /g 2. a /e 3. d/ f 4. c / j 5. h / i	**S ↔ S**

3.While-speaking **20 mins**	**Activity 1: Substitution Drill** (task 2, p. 59) - Ask Ss to work in pairs to talk about problems and offer solutions, using suggestions in task 1 - Work with a student to give a model. *T: Many students cannot buy all the required textbooks. What do you think we should do to help them?* *S: I think we should ask the school headmaster to provide free textbooks for students from low income family.* *T: We should also collect used textbooks for school library.* - Go around to control and give help. - Ask some pairs to role play in front of the class. - Make corrections and give comments. **Activity 2: For and Against** - Ask Ss to work in groups of four or five. - Tell them to discuss whether they are for or against with the solutions in task 1, p. 59 and say the reason of their choice. - Call some group representatives to report their ideas. - Give comments.	**S ↔ S** **Ss ↔ Ss**
4. Post-speaking **14 mins**	**Colored Topics** - Prepare cards with four different colors. - Assign each topic to each color. Example: **Red** = *making noise* **Blue** = *teasing* **Green** = *playing truant (cutting classes)* **Yellow** = *breaking school regulations* - Divide the class into groups of four or five. - Ask each group to take one card at random. - Ask Ss in each group to talk about the problem presented by the card they have chosen and offer solutions. - Go around the class to give help with	**Ss ↔ Ss**

	vocabulary. - Invite some groups to report their ideas. - Give comments.	
5.Home-work **1 min**	- Ask Ss to do task 3 on page 59	T → Ss

UNIT 5 ILLITERACY

LISTENING

Aims: By the end of the lesson, students will be able to:

- listen for specific information
- talk about condition for better learning

Teaching aids: CD player, handouts

PROCEDURE

Stages/ Timing	**Activities**	**Interact-ions**
1. Warm-up **5 mins**	**Game: Odd man out** 1. *elephant donkey horse lion* 2. *packet tin box vase* 3. *potato carrot tomato raspberry* 4. *beer soda coke yoghurt* 5. *sister doctor student teacher* 6. *tennis swimming uniform football* - Deliver handouts with the above words. These words have something in common, but there is one that is different. - Ask Ss to work in groups of four or five to underline the word that is different in each numbered line. - Ask Ss to rearrange the initial letters of the words to find out the group word which means: *an investigation of the opinions, behavior of a*	T → Ss Ss ↔ Ss

	particular group of people Key: 1. **E**lephant 2.Vase 3. Raspberry 4. **Y**oghurt 5. Sister 6. Uniform **E, V, R, Y, S, U** => **SURVEY** **Lead-in:** Have you ever done a survey? Our listening lesson today is about a survey in a city in Western of Australia. It's Perth.	**T ↔ Ss**
2. Pre-listening **5 mins**	**Pre-teaching vocabulary**: 1. self-respect (n) (definition): a feeling of pride in yourself that what you do, say etc. is right and good: lòng tự trọng 2. maturity (n) (translation): sự trưởng thành, chín chắn 3. weakness(n) (antonym): nhược điểm + What is the opposite of "strength"? **Checking: ROR**	**T ↔ Ss**
3. While-listening **20 mins**	**Activity 1: Multiple-choice** (task 1, p.60) - Play the tape and ask Ss to listen and choose the best option to complete each sentence. - Ask Ss to compare the answers with their partners. - Let Ss listen again and check with the class. Expected answers: 1. D 2. B 3. B 4. C **Activity 2: Questions and Answers** (task 2, p. 61) - Let Ss listen to the tape and find the answers to the questions. - Ask them to compare the answers in pairs. - Call some Ss to write the answers on the board. - Give feedback. Expected answers: 1. The survey took place in Perth 2. 80% of the students 3. They think they should be allowed to give some input into school decision making	**S ↔ S**

4. Post-listening **14 mins**	**Discussion** - Ask Ss to work in groups of four or five to discuss the question: *"What do you think is a condition for better learning- good teachers or good textbooks? "* - Move around to give help if necessary. - Call on some group representatives to report their opinions. - Give comments.	**Ss ↔ Ss**
5. Home-work **1 min**	Write a short passage to answer the question above.	**T → Ss**

UNIT 5 ILLITERACY

WRITING

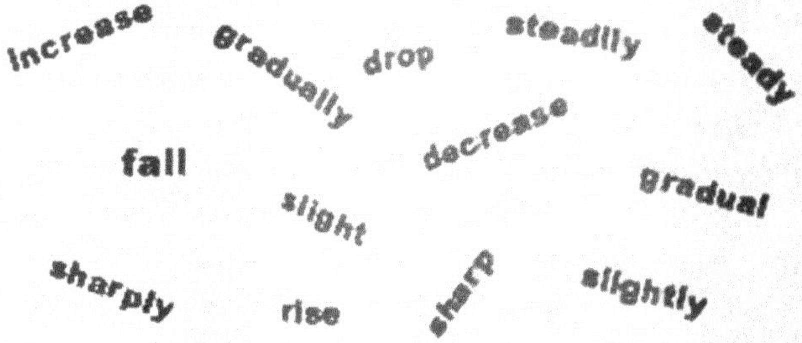
Aims: By the end of the lesson, students will be able to:

- describe information in a table
- write a paragraph based on the information in the table

Teaching aids: charts

PROCEDURE

Stages/ Timing	**Activities**	**Interact-ions**
1. Warm-up **3 mins**	**Game: Word Category** - Divide the class into groups of four or five. - Hang on a chart with the words (as shown below). - Ask Ss to close the books and sort these words into four groups: nouns, verbs, adjectives and adverbs. - The group who first finishes wins.	**T → Ss** **Ss ↔ Ss**

<table>
<tr><td></td><td> </td><td></td></tr>
<tr><td></td><td>Expected answers:
<table>
<tr><th>nouns</th><th>verbs</th><th>adjectives</th><th>adverbs</th></tr>
<tr><td><i>increase</i></td><td><i>increase</i></td><td><i>sharp</i></td><td><i>sharply</i></td></tr>
<tr><td><i>drop</i></td><td><i>drop</i></td><td><i>gradual</i></td><td><i>gradually</i></td></tr>
<tr><td><i>rise</i></td><td><i>rise</i></td><td><i>slight</i></td><td><i>slightly</i></td></tr>
<tr><td><i>fall</i></td><td><i>fall</i></td><td><i>steady</i></td><td><i>steadily</i></td></tr>
<tr><td><i>decrease</i></td><td><i>decrease</i></td><td></td><td></td></tr>
</table>

Lead-in: - What do you think about these words?
- When do we use them?
These words are usually used to describe information in a table.</td><td>T ↔ Ss</td></tr>
<tr><td>2. Pre-writing

12 mins</td><td>Activity 1: Gap-fill (task 1, p. 61)
- Ask Ss to read the passage and choose a suitable word from the box to fill in each space of the passage.
- Tell Ss to compare the answers in pairs.
- Check with the class.
Expected answers:
1. varied 2. rise 3.who 4. number
5. different 6. between 7. dramatically 8. for

Activity 2: Describing the table
- Ask Ss to work in groups of four or five to describe the information in the table (task 2, p. 62).
- Call on some group representatives to report their ideas.
- Give feedback on what Ss have.
Suggested ideas:
<i>- The table shows / describes the trend of literacy rates in Sunshine county from 1998 to 2007.</i></td><td>Ss ↔ Ss</td></tr>
</table>

	- As can be seen from the data in the table, the literacy rates in Sunshine county rose slightly from1998 to 2002 in Lowland. There was a steady rise again and it reached 90% in 2007. *- In Highland, there was a slight decrease in the first four years from 1998 to 2002. In the last six years, the literacy rates dropped sharply from 45% to 30%.* *- In general, the literacy rates in Sunshine county had tendency to increase over 10 years.*	
3. While-writing **17 mins**	**Write a Paragraph** - Ask Ss to write a paragraph of 100 words to describe the information in the table (task 2, p.62). - Go around to control and give help. - Collect Ss' writings.	**S**
4. Post-writing **12 mins**	**Peer Correction** - Ask a student to write his/ her writing on the board. - Ask the class to read and correct the mistakes. - Give feedback and comments.	**Ss ↔ Ss**
5. Home-work **1 min**	- Learn by heart the words used to describe information in a table. - Prepare for the next lesson.	**T → Ss**

UNIT 5 ILLITERACY

LANGUAGE FOCUS

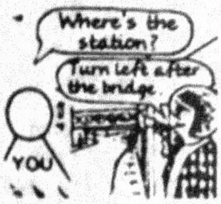
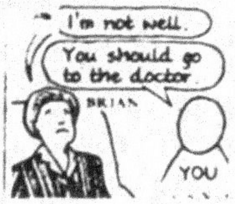
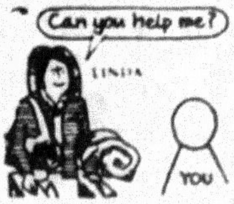
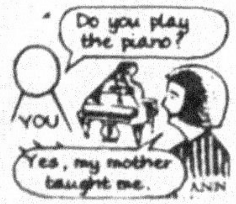
Aims: By the end of the lesson, students will be able to:

- practice pronunciation and distinguish the sounds /pl/, /pr/, /br/ and /bl/
- understand and use reported speech with to-infinitive

Teaching aids: pictures, charts,

PROCEDURE

Stages/ Timing	Activities	Interact-ions
1. Warm-up 2 mins	**Game: Odd one out** - Hang on a chart with the following words: 1. *wear* *please* *hair* 2. *bull* *wool* *prune* 3. *brandy* *flower* *hour* 4. *come* *some* *blame* - In the groups of three words, two words rhyme and one doesn't. Ask Ss to work in pairs to circle the one that is different - The pair who has the correct answers and first finishes wins. Expected answers: 1. please 2. prune 3. brandy 4. blame - Ask Ss to underline the initial consonant sounds of the words they have just circled. - Introduce the sounds / pl/, / pr /, / br /, / bl /	T ↔ Ss S ↔ S
2. Present-ation 1 **10 mins**	**Pronunciation:** **Activity 1: Listen and Repeat** - Read the words and ask Ss to listen. - Read the words again and ask Ss to repeat. - Call on some Ss to read aloud the words. **Activity 2: Role-play drilling** - Ask Ss to work in pairs to practice reading the dialogue. - Call on some pairs to act out the dialogue in front of the class. - Make corrections.	T ↔ Ss S ↔ S
3.Present-ation 2 **13 mins**	- Stick four pictures on the board. - Hang on a chart with the following sentences: 1. I want to get to the station.	T ↔ Ss

	A woman told .... 2. Brian wasn't well. *I advised ....* 3. Linda had a lot of luggage. *She asked ....* *4. Ann's mother taught ....*	
	 Where's the station? Turn left after the bridge. YOU  I'm not well. You should go to the doctor. BRIAN YOU  Can you help me? LINDA YOU  Do you play the piano? YOU Yes, my mother taught me. ANN Put Ss into pairs. In pairs, ask them to look at the pictures and complete the sentences on the chart. - Call on some Ss to give the answers. - Give feedback on what Ss have. Expected answers: 1. A woman told me to turn left after the bridge. 2. I advised him to go to the doctor. 3. She asked me to help her. 4. Ann's mother taught her to play the piano. - Ask Ss to underline the reporting verbs in the sentences. - Elicit some more reporting verbs of this kind and present the Reported Speech with To- infinitive: • We often report *orders, requests, warnings, advice and invitation* using the structure: **S +Verb + Object + To-infinitive**	**S ↔ S** **T ↔ Ss**

Ex: **Speaker's words**
Reported Speech

"Get out of my room", she said
=> *She told me to*
get out of her room

"Could you carry some bags, Mike?"
=> *I asked Mike to*
carry some bags

"Would you like to have dinner with us?"
=> *They invited*
me to have dinner with them

- We often report offers, promises, and threats using the structure:

S + Verb + To-infinitive

Ex: **Speaker's words** **Reported Speech**
"Can I help you?" => She offered to help me
"I'll be careful" => He promised to be careful
"I will hit you" =>She threatened to hit me

- Pronouns and possessive nouns often change in reported speech.
- We use words like *here, now, today* to talk about the place where we are speaking and the time we are speaking. If we report these words in a different place or at a different time, they often change.

Example:

Speaker's words	**Reported Speech**
here	*there*
this	*that*
now	*then*
today	*that day*
tonight	*that night*
tomorrow	*the next day/ the following day*

	yesterday *the day before/ the previous day* *next Monday* *the following Monday* *last Monday* *the previous Monday* • These are some reporting verbs: *warn, invite, promise, offer, refuse, beg, threaten, agree, remind, order…*	
4. Practice **18 mins**	**Activity 1: Gap-fill** - Ask Ss to complete each sentence with a suitable reporting verb. - Call on some Ss to give the answers. - Check with the class. **offer** **advised** **told** **promised** **threatened** **invited** 1. "Can I do the washing up?", I ……… . 2. "I won't forget the shopping", She ……… 3. "Would you like to come to my party?", He …… her. 4. "I phone the police", She ……… 5. "You should stop smoking", The doctor ……. me. 6. "Wait outside!", I …… her. Expected answers: 1. offered 2. promised 3. invited 4. threatened 5. advised 6. told	**S**
	Activity 2: Sentence transformation (exercise 1, p. 64) - Ask Ss to work in pairs to do the exercise 1, p. 60. - Call some Ss to write the answers on the board. - Make corrections if necessary. Expected answers: 1. They promised to come back again 2. The lifeguard advised us not to swim too far from the shore 3. John asked Peter to close the window 4. The teacher encouraged Eric to join the football team	**S ↔ S**

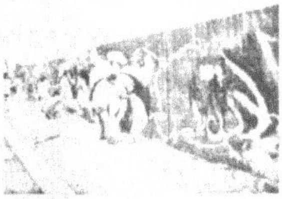
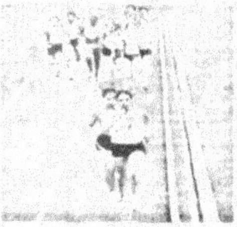
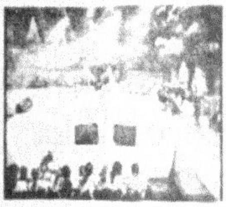
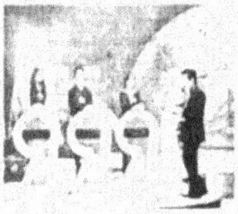
UNIT 6 COMPETITIONS

READING

Aims: By the end of the lesson, students will be able to
- deduce the meaning of some words in certain context.
- scan for specific details

Teaching aids: pictures of some competitions, an award for the competition at the end of the lesson

PROCEDURE

Stages-Timing	Activities	Interactions
1. Warm- up 5 mins	**Game**: Kim's game - Divide the class into 4 groups. - Show 8 pictures of some popular contests: 1  5  2 6 2003 LCI KIDS CLUB 3  7 4 8 	**T ↔ Ss**

	- Give students 30 seconds to identify the names of the contests and memorize them. - Ask each group to nominate representatives to go to the B/b – one by one- to write as many names of places as possible. - The group that gives the most correct names of the contests will be the winner. - Check Ss' understanding of the instructions. - Let Ss start the game. - Check with the whole class on the board. **Lead-in: Guiding questions** (textbook, p.67) Introduce the lesson: In today's reading, we'll get to know about the preparation and the activities of a contest.	
2. Pre-reading 10 mins	**Pre-teaching vocabulary:** - sponsor (n) (explanation): người bảo trợ (v) : bảo trợ *Explanation:- When you have a chance to go abroad to study, you will need a person to help you financially. What do you call this person?* - *What is the verb of this word?* - contest (n) (picture): cuộc tranh tài Show some pictures in the Kim's game Ask: *What are they?* - judge (n) (picture): trọng tài, giám khảo (v) : xét đóan - announce (v) (translation): báo, loan báo announcement (n) - recite (v) (miming): đọc to (bài thơ, đoạn văn,…) bằng trí nhớ; kể lại + Recite the following sentences: *Em không nghe mùa thu*	**T ↔ Ss**

	Lá thu rơi xào xạc *Con nai vàng ngơ ngác* *Đạp trên lá vàng khô* + Ask: What I have done? (→ You have recited a poem) - apologize (to s.o)(for sth/doing sth) (v.phr) (explanation): xin lỗi ai vì điều gì *+Explanation: When you do sth wrong to s.o what should you do?* *(I should apologize him for that action)*	
3. While-reading 18 mins	**Checking: What and Where** **Activity 1: MATCHING** Ask Ss to match the words or phrases on the left with their definitions on the right (task 1, p.68). Ask Ss to read the text to find the meaning if necessary. Ask Ss to read aloud the definitions of each word and give the Vietnamese meaning. Keys: 1d 2f 3e 4c 5b 6a **Activity 2: Wh-Questions** (Lucky numbers) -Let Ss play the game Lucky numbers (there are 3 lucky numbers in the grid) to do the task 2, p.68. If Ss choose a lucky number they will have 2 marks but they don't have to answer the question. For the rest numbers, each one is equivalent to a question. If Ss answer the question correctly, they will have 2 marks. If not, the other group has the chance to continue the game. Expected answers: 1. The representative of three classes of the (speaker's) school took part in the	**S ↔ S** **T ↔ Ss** **S s ↔ Ss**

	annual final English Competition last Saturday. 2. Its aim was to stimulate the spirit of learning English among students. 3. The Student's Parent Society sponsored the competition. 4. They had to complete five activities in all. On competition of each activity, they had to answer the questions in the worksheets within two minutes. 5. They had to observe and score the students' performance. A maximum score for each activity was 15. At the end of the competition they would announce the total score of each group. The group that got the highest score would be the winner. 6. The winner would be awarded a set of CDs for studying English and an Oxford Advanced Learner's Dictionary.	
4. Post-reading 10 mins	**Activity 3: Sentence completion** - Ask Ss to read paragraph 3 again and complete the sentences individually. - Tell Ss to compare their answers with their partners. - Call on some Ss to read aloud their sentences. - Make corrections if necessary. Expected answers: 1. In Activity 5, Hung was unable to recite/ complete the poem (because he could not remember the last sentence). 2. Having achieved the highest score, Group B became the winner of the competition. Group C lost the game. They just got 60 points.	S S ↔ S

5. Homework **2 mins**	**Translation** - Let Ss to take part in a translation competition. - Ask Ss to work in group of 5, tell each Ss in each group to take out a piece of paper and translate the poem that Hung recited at the competition at the annual final English competition - Tell Ss of each group to choose the best translation. - The winner is the group who finishes fastest and has the best translation. - Help Ss with the meaning of some new words. + patter: rơi lộp độp + windowpane: khung cửa kính - Go around to control and give help if necessary. In 7 minutes which group can finish will have the chance to take part in the competition. - Ask Ss to read out their translation and let Ss give comments. - Give awards for the best group. *Suggested translation:* *Bạn có thích ngắm bầu trời đêm tối* *Sao bồi hồi tỏa ánh sáng long lanh* *Có thích không những buổi sáng mát xanh* *Ngàn mây trắng lững lờ trôi phiêu lãng* *Tôi thích lắm nắng sớm mai mùa hạ* *Tỏa nhẹ nhàng theo mỗi bước chân ta* *Thích những khi cuộn mình nghe mưa lạnh* *Lộp độp rơi trên ô cửa hiên nhà* Ask Ss to find out the other forms and make sentences with the words they have learnt including task 1, p.68.	**S s ↔ Ss** **S s ↔ S**

UNIT 6 COMPETITIONS

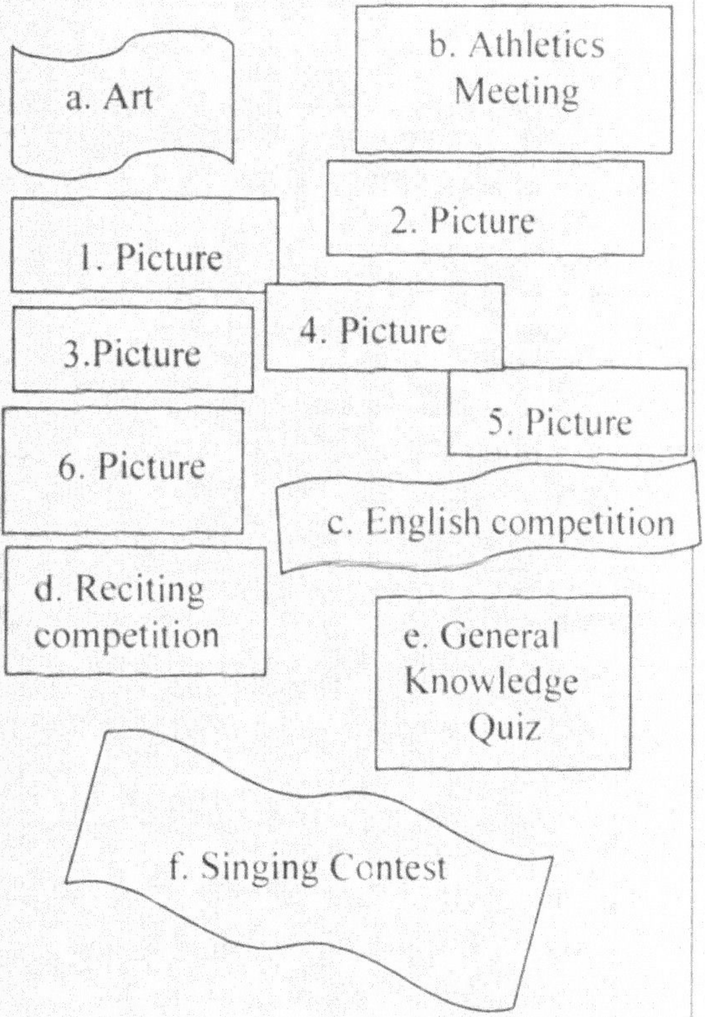
SPEAKING

Aims: By the end of the lesson, students will be able to

- ask for and give information about types of competitions
- talk about a competition or contest.

Teaching aids : Pictures, handouts.

PROCEDURE

Stages – Timing	Activities	Interactions
1.Warm-up **5 mins**	**Game: Matching** - Divide the class into 2 groups. - Stick 6 pictures of some competitions relating to task 1, p.69 and 6 cards with words about types of competition on them. (see appendix) - Number the pictures and letter the cards - Put them in mixed order.  a. Art b. Athletics Meeting 2. Picture 1. Picture 4. Picture 3.Picture 5. Picture 6. Picture c. English competition d. Reciting competition e. General Knowledge Quiz f. Singing Contest	T ↔ Ss

	- Ask each group to nominate representatives to go to the B/B one by one to write their answers. - The group that has written the most correct competitions will be the winner. - Check students' understanding of instructions and have students start the game. - Give feedback. - Declare the winner.	
2. Pre-peaking **9 mins**	- Running through the names of the pictures in the warm-up: ▪ General knowledge Quiz: cuộc thi kiến thức chung ▪ English competition: cuộc thi tiếng Anh ▪ Art Competition (Painting, Drawing, Sculpture…): cuộc thi về nghệ thuật (vẽ, điêu khắc,..) ▪ Poetry Reading/ Reciting Competition: cuộc thi đọc/ngâm thơ ▪ Singing Contest: cuộc thi hát. ▪ Athletics Meeting (Running, Jumping…): cuộc thi điền kinh (chạy, nhảy….) - Call on 2 or 3 students to tell the type of contest that they like best. **Read and Tick** - Ask students to tick the competition/ contest that they like or dislike in the right column, comparing their answers with a partner's (Task 1, p.69). - Alternative: (for small size class) ▪ Let students make an interview then get them to see which types of competition/contest they like or dislike.	**T ↔ Ss** **S ↔ S**

<table>
<tr>
<td>3. While - speaking 18 mins</td>
<td>

- Put a mark in the column "like/dislike" for each interview.
- Who can finish their task In 3 minutes will report the most and the least favorite competition.
- Give good marks for those students.

Example:

<table>
<tr><th>Type of competition/contest</th><th>Like</th><th>Dislike</th></tr>
<tr><td>General Knowledge Quiz</td><td>☐</td><td>☐</td></tr>
<tr><td>English Competition</td><td></td><td></td></tr>
<tr><td>Art Competition (Painting, Drawing, Sculpture,…)</td><td>☐</td><td></td></tr>
<tr><td>Poetry Reading / Reciting Competition</td><td></td><td>☐</td></tr>
<tr><td>Singing Contest</td><td>☐</td><td></td></tr>
<tr><td>Athletics Meeting (Running, Jumping,...)</td><td></td><td></td></tr>
</table>

Activity 1: Interviewing

- Tell students to ask their partner how he/she feels about each type of the competitions/contests in task 1.
- Ask students to read the example given
- Call on one student to do one more example based on the chart given.
- Encourage students to add more ideas.

Ex:

+ T: What do you think of the English Competition?

+ S: Oh, it's interesting. It's a good time for practicing English.

- Make sure that students know what

</td>
<td>S ↔ S</td>
</tr>
</table>

	they are going to do. - Move around to control and give help if necessary. - Call on some pairs to act out their conversations	
	Activity 2: Guessing Game - Divide the class into 4 groups. - Ask students to work in groups of 4. Tell each student in each group to talk about a competition or a contest they have recently joined or seen on TV in 6 minutes. - Ask each group to choose the best S to take part in the game. - A representative of each group will stand in front of the class and tell about the competition or contest they have recently joined or seen by using the suggestions given gradually. Other groups have to listen and give the name of the competition/contest. - The group who gives the correct answer first will get 1 mark. - Give good marks for the students who have correct answers. - Move around to control and give help if necessary. - Let students play the game. - Declare the winner.	**S ↔ S**
4. Post – speaking 12 mins	**Game show** - Prepare a set of general knowledge questions (about 10 questions) - Questions: 1. What does water consist of? 2. What language do all airline pilots need to speak? 3. How many sides does a cube	**T ↔ Ss**

have?

4. Which of these elements do you need for something to burn?

5. How many teeth does an average adult have?

6. What mammal lives the longest?

7. Where is the smallest bone in the human body?

8. What's the red planet?

9. What sense is the most closely linked to memory

10. In what month the Earth is nearest to the Sun?

- Deliver handouts
- Ask Ss to listen and circle the answer of each question.
- Give one mark for each correct answer.
- The group who has more correct answers will be the winner.
- Declare the winning group.

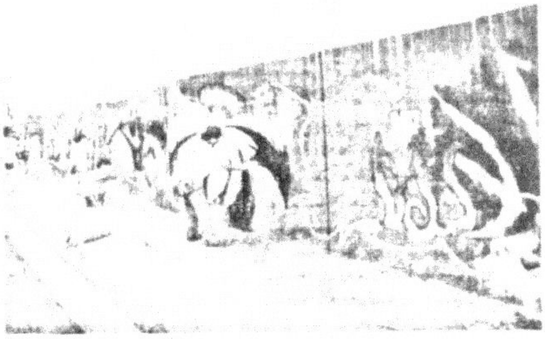
Handout:

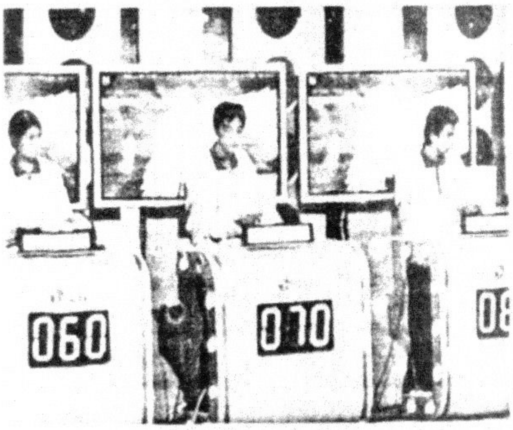
	a	b	c
1	hydrogen & oxygen	hydrogen & calcium	oxygen & nitrogen
2	French	Spanish	English
3	four	six	eight
4	oxygen	hydrogen	gasoline
5	32	34	30
6	the elephant	the whale	man
7	in the foot	in the hand	in the ear
8	Jupiter	Venus	Mars
9	sigh	smell	hearing
10	June	January	December

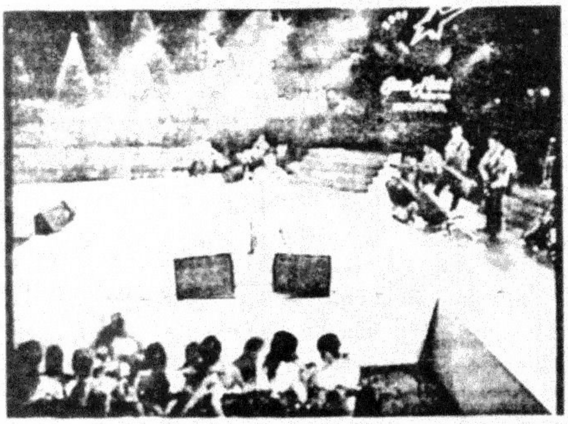
5. Homework
1 min

Have Ss write a competition /contest they have recently joined or seen.

Appendix:







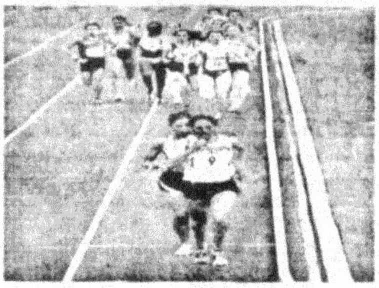
2003 LCI KIDS CLUB
ENGLISH
CONTEST

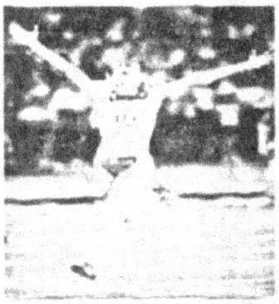
UNIT 6 COMPETITIONS
LISTENING

Aim: By the end of the lesson, students will be able to listen to get specific information

Teaching aids: Pictures, handouts.

PROCEDURE

Stages-Timing	Activities	Interactions
1. Warm up 5mins	**Game: Picture guessing** (Pictures of a marathon race) - Divide the class into 2 groups. - Let students guess the picture sticked on the board by listening to the information the T says or looking at the pictures the T shows. In order to guess the picture, students have to connect the information they have received - The group that can give the correct answer first will wine the game - Check students understanding of instructions. - Have students start the game Hints: 1. Show the picture of a Olympic games 2. Show the picture of Boston	T ↔ Ss
	3. Write on the board: 42 Km 4. Say: Do Thi Bong - Declare the winner 	

2. Pre_listening 15 mins	**Guiding questions:** 1. Do you know anything about marathon race? 2. What is the Boston Marathon? 3. Who do you think can take part in the Boston race? - Introduce the lesson: To help you know more about Boston race, today we are going to listen to a conversation about it. **Pre_teaching vocabulary:** - Elicit the meanings from Ss, let Ss listen and repeat the difficult words. - Notice the stress. 1. race (n) (picture): cuộc đua (picture-eliciting): nói về vận động viên hoặc điền kinh 2. athlete (n): vận động viên điền kinh + Show the picture of an athlete and ask: Who's this?  + What is the adjective of "athlete" (an athlete) (→ Athletic) 3. formally (adj): 1 cách trang trọng 4. clock (v) (eliciting): bấm giờ đạt được (thời gian/khoảng cách/tốc độ được nói rõ) + Ex: He clocked 9.6 seconds in the 100 metres + Eliciting: - What does "clock" mean? What is the verb of "clock"? What does it mean? 5. female (n) (adj) (symbol): giống cái, đàn bà + Point to each symbol and ask: What does this symbol indicate?	T ↔ Ss

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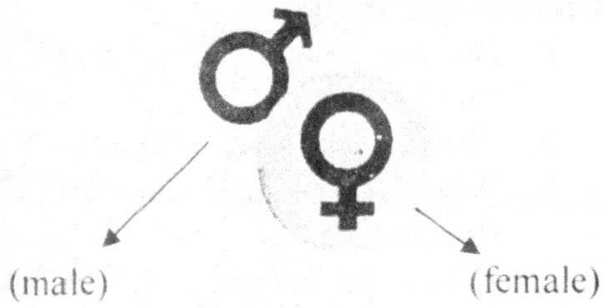

6. association (n) (translation): tổ chức, hiệp hội

- Let students pronounce the 2 proper names: McDermott & Kuscsik

Checking: Wordsquare (Handouts)
- Deliver the handouts to students.
- Ask students to close their notebooks and books and circle the hidden words.

<table>
<tr><td>**A**</td><td>E</td><td>**M**</td><td>**C**</td><td>**D**</td><td>**E**</td><td>**R**</td><td>**M**</td><td>**O**</td><td>**T**</td><td>**T**</td><td>O</td><td>N</td></tr>
<tr><td>E</td><td>**S**</td><td>O</td><td>I</td><td>F</td><td>M</td><td>E</td><td>C</td><td>D</td><td>M</td><td>T</td><td>C</td><td>N</td></tr>
<tr><td>Y</td><td>T</td><td>**S**</td><td>T</td><td>S</td><td>V</td><td>C</td><td>I</td><td>U</td><td>M</td><td>L</td><td>K</td><td>C</td></tr>
<tr><td>**F**</td><td>V</td><td>M</td><td>**O**</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>**R**</td><td>R</td><td>S</td><td>T</td><td>Y</td></tr>
<tr><td>**O**</td><td>B</td><td>I</td><td>H</td><td>**C**</td><td>G</td><td>B</td><td>M</td><td>**A**</td><td>A</td><td>S</td><td>X</td><td>Z</td></tr>
<tr><td>**R**</td><td>B</td><td>K</td><td>L</td><td>M</td><td>I</td><td>N</td><td>O</td><td>**C**</td><td>**L**</td><td>**O**</td><td>**C**</td><td>**K**</td></tr>
<tr><td>**M**</td><td>T</td><td>S</td><td>**F**</td><td>**E**</td><td>**M**</td><td>**A**</td><td>**L**</td><td>**E**</td><td>Z</td><td>V</td><td>K</td><td>I</td></tr>
<tr><td>**A**</td><td>V</td><td>**A**</td><td>**T**</td><td>**H**</td><td>**L**</td><td>**E**</td><td>**T**</td><td>**I**</td><td>**C**</td><td>V</td><td>L</td><td>S</td></tr>
<tr><td>**L**</td><td>C</td><td>T</td><td>H</td><td>A</td><td>T</td><td>U</td><td>A</td><td>**I**</td><td>M</td><td>I</td><td>N</td><td>C</td></tr>
<tr><td>**L**</td><td>G</td><td>H</td><td>O</td><td>A</td><td>A</td><td>N</td><td>H</td><td>G</td><td>**O**</td><td>I</td><td>A</td><td>S</td></tr>
<tr><td>**Y**</td><td>H</td><td>L</td><td>A</td><td>I</td><td>M</td><td>B</td><td>O</td><td>T</td><td>T</td><td>**N**</td><td>N</td><td>U</td></tr>
<tr><td>N</td><td>Y</td><td>Q</td><td>H</td><td>C</td><td>S</td><td>D</td><td>A</td><td>M</td><td>C</td><td>K</td><td>S</td><td>K</td></tr>
</table>

- Collect 3 fastest worksheets and give a good mark for the correct answer.

True/False prediction:
- Ask students to open their books and predict the answer for task 1, p.71 before listening.
</td>
<td>S ↔ S
T ↔ Ss
S ↔ S</td>
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<tr>
<td>**3. While listening 14 mins**</td>
<td>
Activity 1: True/False statements

- Ask students to listen to the dialogue about the Boston Marathon and check if their prediction is right or wrong.
- Let students listen for the second time if
</td>
<td>S</td>
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</table>

necessary.

- Go over the answer with the class. T ↔ Ss

Activity 2: Matching (Handouts)

- Let students 2 minutes to read the information 1 more time. S
- Have students listen to the dialogue once and twice and match the numbers with their meanings.
- Ask Ss to compare their answers with their partners. S ↔ S

Worksheet:

A	B
a. 1987	1. The year when thousands of runners from many different countries ran in the Boston Marathon.
b. 1961	2. The year when women were accepted to take part in the Boston races.
c. 1975	3. The year the Boston Marathon began.
d. 1984	4. The year when 8 women started the race and they all finished.
e. 15	5. The number of towns that runners have to go through during the Boston Marathon race.
f. 34	
g. 42	6. The number of runners who took part in the 1st Boston Marathon.
h. 13	7. The length of the Boston race.
	8. The numbers of countries who took part in the Marathon race in 1984.

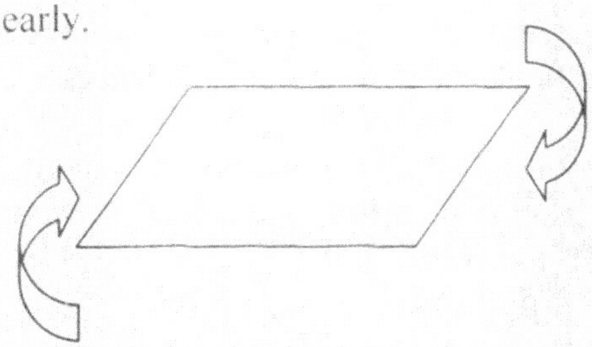
Keys: a. 3 b. 2 c. 4 d. 1 e. 6
f. 8 h. 7 i. 5

4. Post – listening 10 mins	**INTERVIEWING** - Show a picture of Do Thi Bong - Ask: + Who's she? + Do you know anything about her? (She is an athlete champion. She lives in Hue. She was a student of Hai Ba Trung school 2 years ago. She has won a lot of gold medal.) - Have students work in groups 3 or 4, one is Nguyen Thi Bong and other are reporters of different Television stations. - Situation: + Nguyen Thi Bong has just taken part in a marathon race and she has just received a gold medal. + Reporters want to interview her for their live programs - Suggested ideas to interview: + Her feeling when receiving the gold medal. + The person she first thinks of when getting the gold medals. + Her schedule + The reason why she chooses this sport. + The number of medals she has got. + Her dream/ambition. + The time when she first took part in the race + Etc…	T ↔ Ss Ss ↔ Ss
5. Homework 1 min	- Move around to give help and control the class. - Call on some groups to act out their interviewing - Give good marks for the good group. Have students name some famous runners in Vietnam and write something special about them.	

UNIT 6. COMPETITIONS
WRITING

Aim: By the end of the lesson, students will be able to write a letter of replying
Teaching aids: pictures, handouts, chart/strips of paper

PROCEDURE

Stages-Timing	Activities	Interactions
1.Warm-up **5 mins**	**Guessing game:** - Prepare a picture of an English speaking competition - Don't let Ss see the picture. - Divide the class into 2 groups. - Move the picture quickly 1 or 2 times so that Ss can't see what's in the picture clearly.  - Have Ss guess the competition in the picture by asking Yes/No questions. - Within 2 minutes which group can guess the picture will be the winner. - Declare the winning group.	T ↔ Ss
2. Pre-writing **15 mins**	**Lead-in:** Questions: 1. If your English is good enough, do you want to participate in an English speaking competition ? 2. If you intend to take part in an English speaking competition, what will you do? 3. What do you expect in an English speaking competition? 4. What do you want the organizer do for you?	T ↔ Ss

	Activity 1: Gap-filling: (books closed) (worksheet) - Have Ss read the letter below and fill in the blank with a suitable word for each blank. 140 Kham Thien St, Dong Da District Hanoi, Vietnam October 17, 2006 Dear Sir/Madam, I read the information about the English speaking petition on your Language Center's ....I am interested in ....English with ....speakers and I want to get some information about the competition. ....you please send me details of the competition, the number of the participants, entry procedures, venue, date and time ? Please..........me with your phone number and e-mail. I look forward to ....from you soon. Yours faithfully, Ruth Korn **Running through the vocabulary:** - participant (n): người tham gia - entry procedure: thủ tục đăng ký - venue: địa điểm	S ↔ S
	- Let Ss give their answers. - Have them open their books to check their answers (p.72).	Ss↔ T
	- Elicit the format of request from Ss **Format of a letter of request: (chart)** 1. opening/ greeting (Dear Sir.....) 2. the reason why you write the letter. 3. the request 4. closing and ending: (I look forward to hearing from you. Yours faithfully, Ruth Korn) Introduce the lesson: A LETTER OF REPLYING	T↔ Ss

<table>
<tr>
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Eliciting the format: What will you write in a letter of replying ?

Activity 2: Matching and rearranging: (chart or strips of paper)
- Ask Ss work in groups of 4 to match parts of a letter with their headings

Headings
Parts of a letter
<table>
<tr><td>a. providing necessary information</td><td>1. Dear Lan,</td></tr>
<tr><td>b. confirming the letter you've received</td><td>2. I've got your letter dated back on 1st June and I am really delighted when learning that you can take part in our contest.</td></tr>
<tr><td>c. closing and ending a letter</td><td>3. I look forward to meeting you soon.
Yours sincerely,
Ruth Korn</td></tr>
<tr><td>d. opening a letter</td><td>4. Here is the important information you should know about the contest First of all.</td></tr>
</table>
- Ask Ss to go to the board to match the headings with their parts of a letter
Key: a.4 b.2 c.3 d.1
Checking arranging:
- Go over the answers with the class.
</td>
<td>
Ss ↔ Ss

T ↔ Ss
</td>
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<table>
<tr>
<td></td>
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<table>
<tr><th>Headings</th><th>Parts of a letter</th></tr>
<tr><td>d. opening a letter</td><td>1. Dear Lan,</td></tr>
<tr><td>b. confirming the letter you've received</td><td>2. I`ve got your letter dated back on 1st June and I am really delighted when learning that you can take part in our contest.</td></tr>
<tr><td></td><td>3. Here is the important information you should know about the contest First of all.</td></tr>
<tr><td>a. providing necessary information</td><td>4. I look forward to meeting you soon.
Yours sincerely,
Ruth Korn</td></tr>
<tr><td>c. closing and ending a letter</td><td></td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td>3. While-writing
15 mins</td>
<td>Writing a letter of replying

- Ask to write a letter to respond to Thu Trang based on the details given in Task 2.
- Go around to control and give help if necessary.
- When they have finished, collect Ss writings.</td>
<td>S</td>
</tr>
<tr>
<td>4. Post-writing
8 mins</td>
<td>Peer correction:
- Ask Ss to work in groups of 4 and deliver each group 4 pieces of writings and tell them to read and correct their friends narratives.</td>
<td>Ss ↔ Ss</td>
</tr>
</table>

	- Tell each group to choose the best piece of writing. - Go around to control and give help if necessary. - Call a student from each group to read their group's best writing and ask Ss to give comments. - Give feedback and comments.	S ↔T Ss ↔ S T ↔ Ss
5. Homework 2 mins	- Ask to: - prepare language focus - rewrite the letter, taking into consideration their friends' and T's suggestions and corrections.	

UNIT 6 COMPETITIONS

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- pronounce correctly the sound /tr/ /dr/ /tw/
- make speech with gerund

Teaching aids: handouts.

PROCEDURE

Stages-Timing	Activies	Interactions
1. Warm-up 5 mins	**Games: Tongue Twisters** - Divide the class into 2 groups. - Put on a board a sentence consisting of the 3 particular twisters /tr/ /dr/ /tw/: " While a twin was trying to drive his dramatically dreadful truck to a travel agent at twelve he hit a tree "	**T ↔ Ss**

- Each Ss must have a go at saying the tongue twisters chosen as many times as he can, both quickly and correctly and scores a point for his team for each correct attempt. As soon as he makes a mistake, a student from the second team takes over.
- Let Ss' only 3 minutes to finish this game.
- Check Ss understanding of the instructions
- Declare the winner.

Pronunciation

2. Presentation1 12 mins

Eliciting:

- Have Ss put the words given in the sentence above into the column having the same initiative sound.

T ↔ Ss

- Keys:

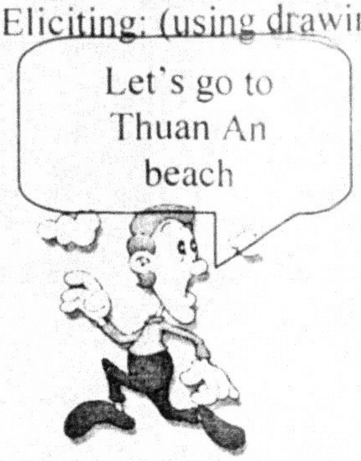
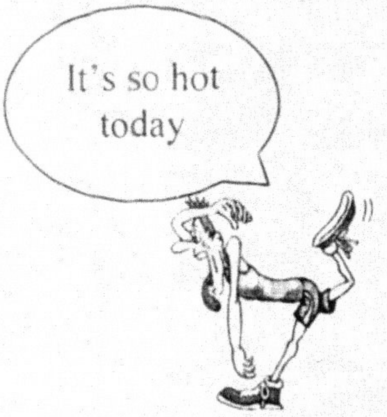
1	2	3
try	drive	twelve
truck	dramatically	twin
travel	dreadful	
tree		

Questions:

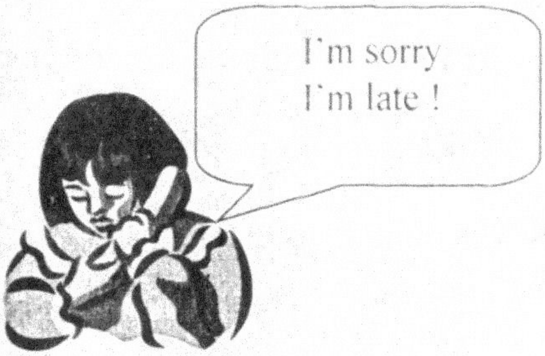
1. Why do we put "drive", "dramatically " and " dreadful " in the 2nd column ?
   (→ Because they are all pronounced as /dr/)
2. Why do we put " try ", " truck " , " travel " and "tree" in the 1st column ?
   (→ Because they are all pronounced as /tr/)
3. Why do we put " twelve", " twin " in the 3rd column ?
   (→ Because they are all pronounced as /tw/)

Introducing the sounds of /tr/, /dr/, /tw/:

Question: What is the difference among the words pronounced in the 3 columns?
- Described the way to pronounce these sounds to Ss.
- Model the 3 sounds one or twice.
- Pronounce the sounds and ask Ss to repeat
- Have Ss practice pronouncing the sounds

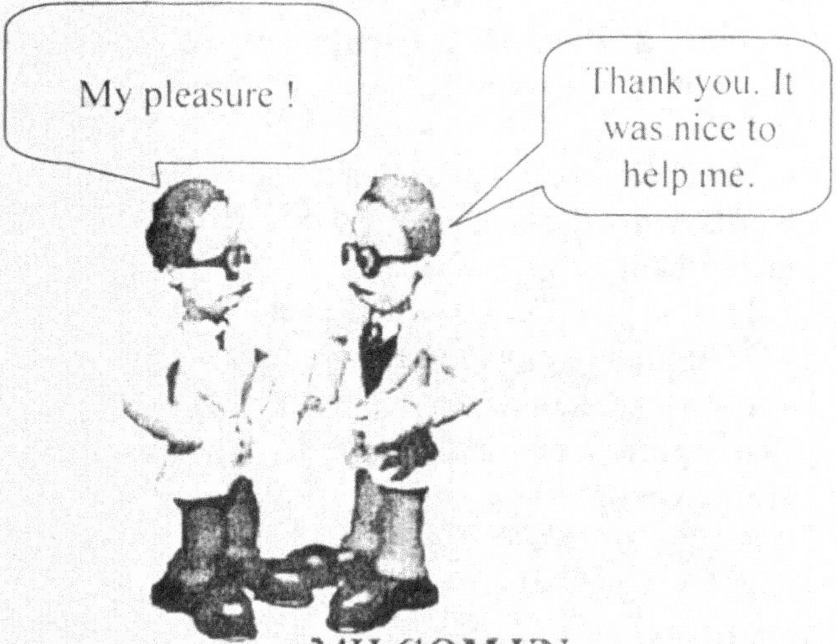
	- Give feedback **Practice** **Activity 1: Pronouncing the words containing the sounds** - Have Ss listen to the words in the textbook (p.73) and repeat. - Let Ss one minute to practice and check with their partners. - Go around to provide help. - Ask some Ss to pronounce the words. - Give correction if necessary. **Activity 2: Reading the sentences with the words containing the sounds.** (textbook, p.73) - Have Ss read the sentences and underline the words with the sound and write /tr/, /dr/ or /tw/ under them. - Have Ss practice the sentences in pairs. - Go around to provide help. - Ask some Ss to read aloud the sentences. - Give correction if necessary. **Homework:** - Ask Ss to create some tongue twisters sentences and try to practice pronouncing them as in the warm-up	
3. Presenta -tion2 27 mins	**Grammar** **Reported speech with gerund** Eliciting: (using drawings)  Let's go to Thuan An beach  Hai What does Hai suggest ?	**T ↔ Ss**

1. He suggests going to Thuan An beach


I'm sorry
I'm late !

For what did she apologize ?

2. She apologized for being late


My pleasure !
Thank you. It was nice to help me.
Minh
Nam

24H.COM.VN

For what did Nam thank Minh ?

3. He thanked Minh for helping him

Questions:

1. Are the sentences above direct or indirect speech?
2. What is the structure of sentence 1, 2, 3?
3. Do you know any other verb of reporting followed by a gerund?

Structure:

V + V-ing
↓
(admit, deny, suggest)

V + prep + V-ing
↓
(apologize for; complain about; confess to; insist on; object to; dream of; think of)

V + O + prep + V-ing
↓
(accuse…of; blame … for; congratulate…on; criticize….for; warn….about/against; praise…..for; thank….for; prevent….from)

Usage: in reported speech

- Run through the meaning of the verbs/ phrasal verbs given
- Ask Ss to make some more examples with the structures given

Practice

Activity 1: Matching (worksheet) — S ↔ S

- Ask Ss to decide which sentence of undirected speech goes with which direct speech.

1. " I'm really sorry I went " — a. I denied going
2. " You shouldn't have gone " — b. I suggested going
— c. In insisted on going
3. " No, I certainly didn't go" — d. I criticized then going
4. " Let's go " — e. I congratulated her on speaking up
5. " I really must go " — f. I apologized for going
6 " Well done for speaking up like that "

- Go around the class to give help.
- Go over the answers with the class. — T ↔ Ss

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Activity 2: Rewriting (exercise 1, 2 from sentence 4 to the rest)
- Ask Ss to change direct speech into reported speech, beginning in the way shown.
- Go around to provide help.
- Ask Ss to compare their answers with another pair.
- Ask Ss to go to the board to write their answers.
- Ask Ss to comment
- Give feedback
Expected answers:
<i>Exercise 1:</i>
4. The teacher accused the boy of not paying attention to what he said.
5. Bob has always dreamed of being rich.
6. I warned Anne against staying at the hotel near the airport
7. Her mother prevented Jane from going out that night.
8. Paul denied borrowing my dictionary.
9. Miss White thanked Jack for visiting her
<i>Exercise 2:</i>
4. The police stopped the customer (from) leaving the shop.
6. The thief admitted stealing Mrs. Brown's car.
7. Ann suggested having a party the next Saturday.
8. John and his wife were thinking of buying the house
Activity 3: Game: Lucky numbers
(3 lucky numbers)
- Divide the class into 2 groups
- Get Ss to choose a number and make a sentence with the verb or the verb phrase given.
- Check Ss understanding of the instructions
- Declare the winner.
<table>
<tr><td>thank….for</td><td>admit</td><td>lucky number</td></tr>
<tr><td>lucky number</td><td>warn….about/against</td><td>dream of</td></tr>
<tr><td>think of</td><td>lucky number</td><td>apologize for</td></tr>
</table>
</td>
<td>S
S ↔ S
T ↔ Ss
T ↔ Ss</td>
</tr>
<tr>
<td>4. Homew - ork
1 mins</td>
<td>Have Ss to do the rest of Exercise 1 and 2.</td>
<td></td>
</tr>
</table>

UNIT 7 WORLD POPULATION

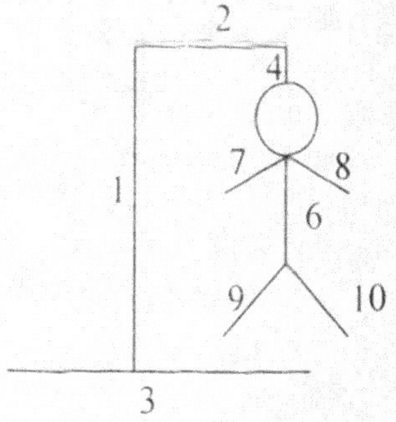
READING

Aims: By the end of the lesson, students will be able to

- guess the meaning of words based on contexts
- scan for specific information

Teaching aids: Handouts.

PROCEDURE

Stages-Timing	Activities	Interactions
1. Warm-up 6 mins	**Game: Hangman** - Have students guess a word corresponding to 10 dashes. - Hints: It is a problem that India, China, Vietnam, etc have to solve. P O P U L A T I O N _ _ _ _ _ _ _ _ _ _ 1 2 3 4 5 6 7 8 9 10 - Divide the class into 2 teams + One student from each team suggest a letter in turn + If the letter appears in the word, the teacher writes it in + If the chosen letter is not in the word, the teacher stars to construct gallows for that team. One line is added for each wrong choice (as indicated by the numbers) 2 	**T ↔ Ss**

	+ Each team has its own gallows + Each team can also make a guess at the word, but only when it is that team's turn. A wrong guess means 1 more line on the gallows. A correct guess finishes the game. + If a team win by completing on guessing a word correctly member of the team takes over as the "hangman" - Check students` understanding of the instructions. - Let students start the game. - Declare the winner.	
2. Before-reading **13 mins**	**Lead in:** Questions: 1. What does "population" mean? 2. What is the population of Hue and of Vietnam? 3. Do you think it is large or small? 4. What is the world population nowadays?	**T ↔ Ss**
	- Have students look at the 2 pictures in the textbook (p.80) to - describe them - Have students answer the questions given (p.81) - Go over the answers with the class - Introduce the lesson: *Today, we are going discover the world population through time* **Pre-teaching vocabulary:** - B.C (abbr.) (Before Christ) (explanation): trước Công Nguyên. Explanation: *What do you call time before Christ was born?* - A.D (abbr.) (from Latin "Anno Domini) (antonym): sau Công Nguyên Antonym: *The opposite of B.C is...* - Third World (example): các nước chậm phát triển Example: Laos, India, Kenya, Cameroon are the countries belonging to ...... - available (adj) (situation): có sẵn Situation: *There isn't an air-conditioner in our room*	**T ↔ Ss**

	It means the air-conditioner is not … in our room - decrease (v) (explanation): giam xuống Explanation: The number of the students of our school at the beginning of the school year was 1,500, but now it is only 1,400. It means our students has ……(decreased.) **Checking: Hotseat** - Divide students into 2 groups. - Ask one students to seat with their backs facing the board (in the hotseat). Write one word on the board for each time. Students who can see the word should explain the word to their partner in the "hotseat" – no translating, no hand gestures! When they guess the word, they get 01 point for their team and it's time to change the world on the board. **Alternative:** - Ask students to write recent words on pieces of paper, one word on one small piece of paper. They should put the words in a pile – face down. In pairs, students take it in turns to pick a word and explain the word to their partner. After 2 minutes, the pair that has explained the most words successfully is the winner.	**S ↔ S**
3.While-reading 17 mins	**Activity 1: Gap – filling** - Ask students to fill in each blank with a suitable word (change the form of the word and use the dictionary when necessary) - Ask students to refer to the text for the difficult words. - Move around to give help. - Go over the answer with the students **Keys:** 1. although 2. method 3. increase 4. resources 5. figures 6. limit 7. international 8. control	**S ↔ S** **T ↔ Ss**

Activity 2: Playing with numbers

Ss ↔ Ss

-Play the role as a judge.
- Divide the class into 2 groups
- T reads the years in mixed order; Ss have to find the population in that year.

1750, 1985, 10,000B.C, 2000, 2015, 10,000B.C, 1850

- Which group raises their hands first will have the chance to give their answer first.
- For each correct answer, students will be scored 1 mark.

T ↔ Ss

Alternative:

- Student from each group can go to the B/b and write down the number in their column.

S ↔ S

Ex: T reads: 1750

Group A	Group B
- 625 million	

- Check students' understanding of the instructions
- Lets students play the game
- Ask students to put the years and their population in correct order.
- Ask students to give comments on the population through years.
- **Question:** *In which period, the world population increased fastest/ slowest? Why?*

Expected answers:

Analysis:

10,000B.C → 10 million
1 A.D → 300 million → 10,000 years: ↑290 million
1750 → 625 million → 1749 years: ↑ 325 million
1850 → 1300 million → 100 years: ↑ 675 million
1950 → 2510 million → 100 years: ↑1210 million
1985 → 4760 million → 35 years: ↑2250 million
2000 → 6.6 billion → 15 years: ↑1840 million
2010 → 7 billion → 10 years: ↑400 million

S

The population has increased fastest lately

Activity 1: Answers given (paragraph 2, 3)

S ↔ S

	(worksheet) - Have students find the questions for the answers given 1. Only 10 percent 2. No, they don't want to have a lot of children 3. Because they know of no safe way to have fewer children. 4. Some scientist say it can, but others say it can't. 5. No, they aren't available for them. - Ask students to discuss their questions with their peers - Move around to help students if necessary - Call on some students to read their questions and check with the class. **Expected answers:** 1. How much percent of the earth's land can be used for farming? 2. Do most Third World women want to have a lot of children? 3. Why can't women in the world limit the size of their family? 4. Can the Earth have enough resources to support its population? 5. Are safe birth-control methods for family planning available for them?	**T ↔ Ss**
4. Post-reading 7 mins	**Discussion** (groups of 4) "What are the five world largest countries in population? Which is the riches? Which is the poorest country?" - Have students work in groups of 3 or 4 to discuss the questions - Go around to control and give help to students. - Call on some volunteers to report their group's opinion and give good marks for reasonable answers. **Expected answers:** - The 5 largest countries in population are: 1. China 2. India 3. Russia	**Ss ↔ Ss**

	4. The U.S.A 5. Indonesia **Location of these countries** Asia: China, India, Indonesia Europe: Russia Latin America: The U.S.A - The richest country is the U.S.A - The poorest country may be India	
5. Homework 2 mins	Ask students to: + find the countries belonging to the 3rd world.S + find solutions to control the world over population. + make sentences with the words they have learnt.	

UNIT 7 WORLD POPULATION

SPEAKING

Aim: By the end of the lesson, students will be able to give their opinions about the causes and the problems facing over populous countries

Teaching aids: handouts.

PROCEDURE

Stages-Timing	Activities	Interactions
1. Warm-up 6mins	**Questions**: 1. *How many children do your parents have?* 2. *Do you want to have more or fewer? Why?* 3. *Do you know any families that have more than 10 children nowadays?* 4. *According to you, what are the causes to population explosion?* Note Ss' ideas in the board.	T ↔ Ss

2. Before-speaking 9mins	**Introduce the lesson:** *Today, we are going to talk about the causes to population explosion and try to find out the solutions to this problem.*	
	- Tell Ss to read the causes to population explosion in the textbook to see how much of their ideas is similar to the opinions given. (Task 1, p.83) - Get Ss to put them in order of importance and explain why.	S ↔ S
	- Move around to give help. - Call on some pairs to explain their priority. - Give comments and then introduce to Ss some ways to give opinion, agreement and disagreement. GIVING OPINION In my opinion, …. As for me, …. As far as I'm concerned, ….. From my point of view, I think…. It would seem / appear to me that….. Remark: According to ~~me~~ We should say "according to (another person) Ex: According to Mr. Smith, … her	**Ss ↔ T** **T ↔ Ss**
3. While-reading 17mins	**Activity 1: Listing the problem** - Ask Ss to discuss and list the problems facing poor and over populated countries by combining the vocabulary in the useful language. (Task 2, p.83) Ex: poor living condition Low living standard Not enough/expensive food Lack/ shortage of schools/hospitals/teachers - Encourage Ss to think of more problems to add to their list	**S ↔ Ss**

	- Within 4 minutes which pair gives the most reasonable ideas will receive good marks. - Move around to give help. - Ask Ss to report their results to the class in front of the class. - Ask other Ss to give comments - Give feedback. - Declare the best pair.	S ↔ Ss T ↔ Ss
	Activity 2: Working out the solutions Situation: *If you were a Prime Minister of Vietnam, what would you do to solve the problems of overpopulation?* - Ask Ss to work in groups of 4. - Each group chooses a secretary to record the others' opinions. - Ask Ss to use the suggestion in the useful language and encourage them to add more ideas. - Have Ss use the expressions to give opinion that they have learnt. - In 5 minutes, which group gives the most practical or interesting ideas will get good marks. - Move around the class to provide help and control the class. - Ask the secretary of some groups to present their group's ideas in front of the class. - Ask other Ss to give comments. - Give feedback. - Declare the best group.	Ss ↔ Ss T ↔ Ss S ↔ Ss T ↔ Ss
4. Post-reading 11mins	**Discussion:** Situation: "*You are at a population conference. Share your ideas about the causes to popular explosion and the solutions to this problems*" - Let the whole class count from 1 to 9 or 10 (depend on the size of the class) - Group the class into 9 or 10 (each team	Ss ↔ S

	consist of 4 or 5 students) - Have each team choose a best S to be a chairman who can decide which ideas are good ones and a secretary who notes the ideas of the group. - Tell Ss that they can use the results of Task 2 and 3. - Go around, offering help. - Call on some pairs to act out their meeting. - Take notes of their errors if any and correct them after that. - Ask other Ss to give comments. - Give good marks for the best group.	T ↔ S s ↔ S
5. **Homework**	- Write-it-up - Have Ss learn by heart the expressions given on the handouts.	

UNIT 7 WORLD POPULATION

LISTENING

Aim: By the end of the lesson, students will be able to develop such listening micro - skills as extensive listening for specific information and summarize while listening.
Teaching aids: Handouts.

PROCEDURE

Stages-Timing	Activities	Interactions
1.Warm-up 5 mins	**Game: Bingo** - Have students list the populous countries population. - Note down their names on the board (about 10 or more). - Ask students to take out a piece of paper and copy down 3 countries from the list on the board. - Choose 3 countries by marking them - Right after the T marks the last country, any students who have all the same choices as the T will say "Bingo" and they win the game - Checking students understanding of the instructions - Ask students to start the game	T ↔ Ss
2. Before-listening 10 mins	**Discussion:** - Ask students to work in pairs to discuss the following questions: *1. Do you think that the Third World has high population density? (mật độ dân số)* *2. Do you think that our world is overpopulated?* *3. What continent has the largest population?*	S ↔ S
	- Call on some students to present their answer. - Ask other students to add more ideas	T ↔ Ss
	Pre – teaching vocabulary: - Before eliciting vocabulary, help students pronounce the words given in the textbook.	T ↔ Ss

Eliciting vocabulary: Matching

1. calculate (v.) 2. rank (v) 3. illiteracy (n) 4. implement (v) 5. generation (n)	a. all the people who were born at about the same time (thế hệ) b. to have a position on scale (xếp loại) c. carry out (tiến hành) d. to guess sth by using all the information available (dự tính) e. the state of not knowing how to read or how to write (mù chữ)

Expected answers:

1. Calculate (v.)	d. to guess sth by using all the information available (dự tính)
2. Rank (v)	b. to have a position on scale (xếp loại)
3. illiteracy (n)	e. the state of not knowing how to read or how to write (mù chữ)
4. implement (v)	c. carry out (tiến hành)
5. generation (n)	d. all the people who were born at

	about the same time (thế hệ)	
	Checking: Jumbled Worlds Write the words with jumbled letters on the board 2n + 2e + g + a + I + t (generation) + o + r =? (illiteracy) 2c + 2l + y + c + e + r (calculate) + a + t =? (rank) 2c + 2l + 2a + t + e + (implement) u =? k + n + r +a = ? 2m + 2e + I + p + l + n + t = ? - Divide the class into teams, ask students from each team, one by one to go to the B/b to write the correct words. - Within 1 minute, which group has more correct words will be the winner. - Declare the winner. Introduce the listening: *You will hear an interview in which Dr. Brown a world population on expert, talk about the world population. Listen to the interview and to do the tasks that follow*	S
	Predicting activity: (task 1, p.84, 85) - Ask students to read the statements and the question carefully and work out what information they need to concentrate on while listening. - Check with the whole class. - Get students to read the option in each question carefully and underling the words that make them different. - Get students to guess the answer to	T ↔ Ss

	each question. - Call on some pairs to get their prediction.	S
3.While-listening 17 mins	**Activity 1: Multiple Choice** - Have students listen to the interview once for students to do the task. - Get students to compare their answer with their partner. - Check the answer with the whole class. If many students cannot answer the question, play the tape one or two more times and pause at the answer for them to catch. Key: 1. A 2. D 3.C 4.D 5.A 6. B **Activity 2: Questions – Answers** - Check if students can answer the question in task 2 with listening again. - Have students read through the questions, underling the keywords. - Ask students to predict the answer. - Let students listen to the tape again to answer the question by noting down the answers (only the main points not full sentences). - Have students check their answer with the partner. - Check with the whole class. - Play the tape again and pause at the difficult point if students cannot answer the question. **Expected answer:** 1. According to the expert, by the year 2010, the population of the world is/will be over 7 billion. 2. He says that the population growth rates in some parts of the world are not the same. The population grows more quickly in some parts of the	S ↔ S T ↔ Ss T ↔ Ss S S ↔ S T ↔ Ss

	world than others. 3. According to the expert, the reason for a fall in the death rates is the improvement of public health services and medical care. 4. The problems (which) population explosion causes to the world, particularly to developing countries are shortage of foods, lack of hospitals and schools, illiteracy, and poor living conditions. 5. The expert offers 4 solutions. They are: - To educate people to make them aware of the danger of having more children. - To provide safe, inexpensive birth – control of methods. - To strictly implement a family planning policy. - To exercise strict and fair reward and punishment policies	
4. Post-listening 11 mins	**Summarizing** (group of 4) (worksheet) - Have each in the group summarize the text based on the cues given before listening more time in 5'. *Population expert - Fall in death rates* *- World population - Problems: food, hospital* *- Over 7 billion by 2010 Illiteracy, living conditions* *- Rate of population growth - Aware of the danger* *- Not the same: Latin, birth- control method* *Africa - Fair aware & punishment* *Asia policies.*	Ss ↔ Ss
	- Have students listen to the tape once or twice to check their	S

	summary. - Get students to compare their work with their group to have the best summary. - Call on some students to read their summary in front of the class and give good mark for the good presentation. - Give feedback.	S ↔ Ss T ↔ Ss
5. Homework 2 mins	- Have students find the other forms of the vocabulary given and make sentences with them. - Ask Ss to rewrite the summary into their notebooks.	

UNIT 7

WORLD POPULATION

WRITING

Aim: By the end of the lesson, Ss will be able to read and describe the information in a chart

Teaching aids: handouts, cards.

PROCEDURE

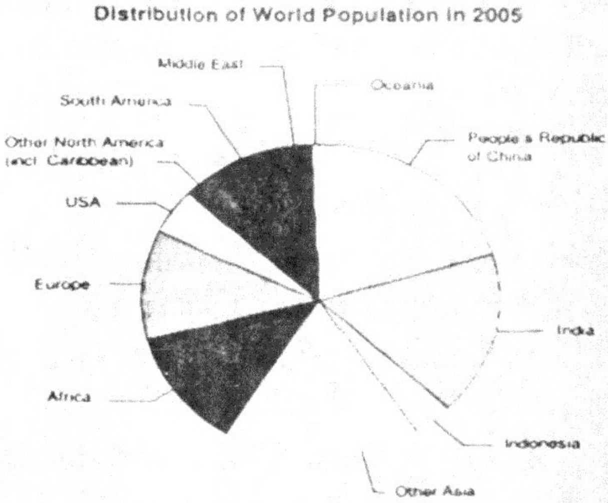
Stages - Timing	Activities	Interactions
1. Warm-up 5 mins	**Continent recognition** - Divide the class into 2 teams. - Copy, cut up and shuffle the continents and their names (see appendix). Make enough sets for the class working in pairs or groups of 3 or 4. - Give each group a set of cards and tell them they have to match the continents with their names in 2 minutes.	**Ss ↔ Ss**

	- Ask the representative of each group to go to the board and write down their answers. - The group who write faster and has more correct answers will be the winner. - Check Ss' understanding of instructions and have Ss start the game. - Declare the winner.	
2. Before-wrting **17 mins**	**Lead in**: - Questions: According to you, which continent has the largest population and which one has the smallest population? - Introduction: *In order to know about the distribution of world population by region, let's study the chart on p.86 carefully then write a paragraph of 100 – 120 words, describing the information in the chart.*	**T ↔ Ss**
	Activity 1: Discovering the distribution - Have Ss open their books working in pairs, one asks the information in the chart and the other answers. (textbook, p.86) Suggested ideas: 1. What is the topic of the chart? 2. How many regions are there? 3. Which continent has the largest population? 4. Which continent has the smallest population? 5. Is the population of Europe larger or smaller than Africa	**S ↔ S**
	- Check the answer with the whole class. **Expected answers:** 1. The distribution of world population 2. There are 7 regions 3. South Asia 4. Oceania 5. larger	**T ↔ Ss**

Activity 2: Re ordering (worksheet)

- Ask Ss to work in pairs, looking at the chart, reading the sentences and putting them in the logical order.

S ↔ S



1. North America is home to 514 million (8%)
2. Asia accounts for over 60% of the world population with almost 3.8 billion people
3. Europe's 710 million make up 11% of the world's population
4. Africa follows with 840 million people, 12% of the world population.
5. The chart shows the distribution of world population in 2005.
6. Generally, the world population is distributed unevenly through regions.
7. China and India alone comprise 20% and 16% respectively

T ↔ Ss

- Call on Ss to read the sentences in the order they arrange and check with the class.

Ss ↔ Ss

Expected answer: 5-6-2-7-4-3-1

The chart shows the distribution of world population in 2005. Generally, the world population is distributed unevenly through regions. Asia accounts for over 60% of the world population with almost 3.8 billion

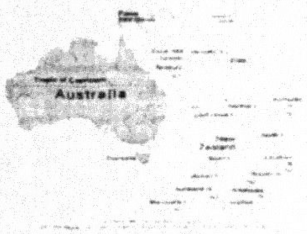
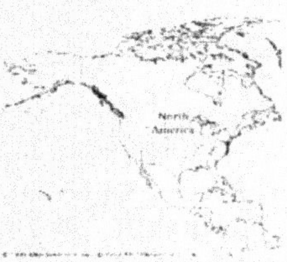
	people. China and India alone comprise 20% and 16% respectively. Africa follows with 840 million people, 12% of the world population. Europe's 710 million make up 11% of the world's population. North America is home to 514 million (8%) and South America to 371 million (5.3%)	
	Activity 3: Question and answer - Make questions about the outline and the useful language of a chart description. 1. How many parts are there in a chart description? What are they? (Expected answers: 2 or 3: introduction – body – conclusion) 2. What should we put in each part? (See appendix) 3. How should we put the figures, in random, or in logical order? 4. What information should we pay attention to a chart? (Caption words, time reported, general trend, ...) 5. Should we use personal language or impersonal language? (impersonal language) 6. Which of the following statements should we use? a. We can see that .... b. I could realize that .... c. As can be seen from the chart ...... d. It can be seen from the chart that........ (Expected answers: c, d) 7. What are the expressions that are often used in the chart describing? (Ask Ss to refer to the textbook) Some more expressions:	**T ↔ Ss**

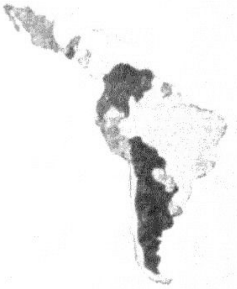
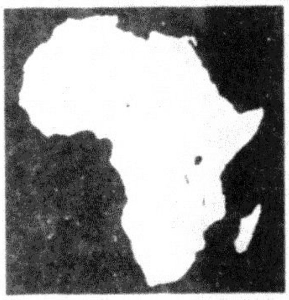
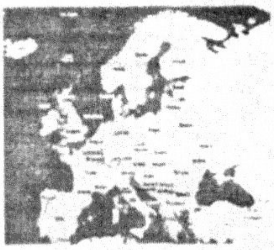
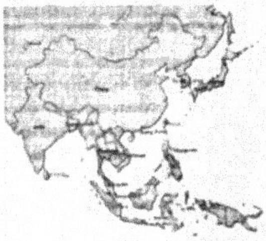
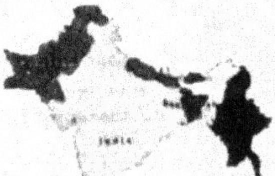
- Globally, …….
- The chart shows that ………
- The chart describes that ………
- The chart presents …………….
- According to the chart, …………
- From the chart, it can be seen that …
- In the chart ………….
- In sum, ………..
- comprise = account for ……….. percent
- follow
- make up …… percent of the ………

Outlining:

1. Introduction	tell the chart is about (time, location, things described in the chart) Ex: The chart shows the distribution of world population in 2005
2. Body	- begin with a sentence to sum up the overall trend. Ex: Generally, the world population is distributed unevenly through regions. - describe the chart in detail (in a logical order) Ex: in the example above, the regions are presented according to percentage of the population. Asia is ranked first because it has the largest percentage and South America is ranked last because it has the smallest percentage.
3. Conclusion	Summarize the main points (optional)

3.While-writing 15 mins	**Describing a chart** - Ask Ss to write a paragraph of 100 – 120 words, describing the information in the chart, based on the analysis of the chart above. - Remain Ss of the organization of a chart description and the useful language given. - Revise the comparative and superlative forms of adjectives and nouns (if necessary) - Get Ss to work in pairs and correct each other's writing. - Move around to control and give help.	S S ↔ S
4. Post-writing 7 mins	**Feedback on Ss' writing.** - Call on some Ss to go and copy their writing on the board. - Ask other Ss to give comments. - Give feedback and comments	**Ss ↔ S**
5. Homework 1 mins	- Have Ss review the outline of a chart description. - Rewrite the paragraph base on the T's and others Ss' suggestions and corrections.	**T ↔ S**

1 Oceania	 A
2 Northern America	 B

3 Latin America	 C
4 Africa	 D
5 Europe	 E
6 East Asia	 F
7 South Asia	 G

Papua New Guinea
Coral Sea Islands Territory
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Vanuatu
Efate
Australia
AU
Norfolk I
Lord Howe I
Kermadec Is
NZ
North I
New Zealand
Tasmania
South I
Chatham Is
NZ
Stewart I
Bounty Is
NZ
Auckland Is
Antipodes Is
NZ
Macquarie I
AU
Campbell I

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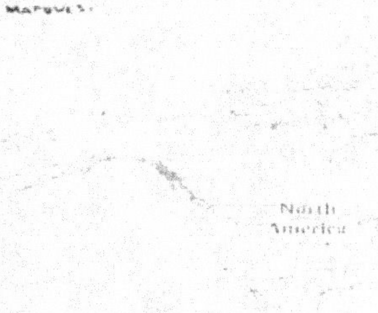
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North America

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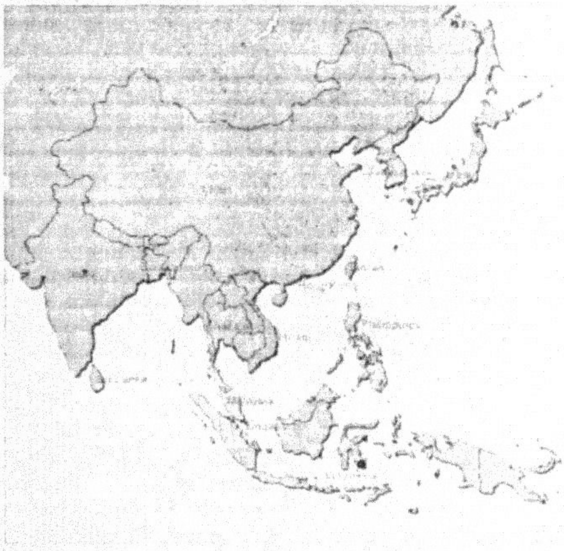
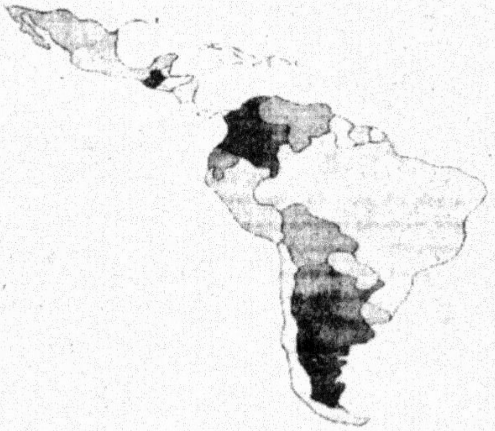
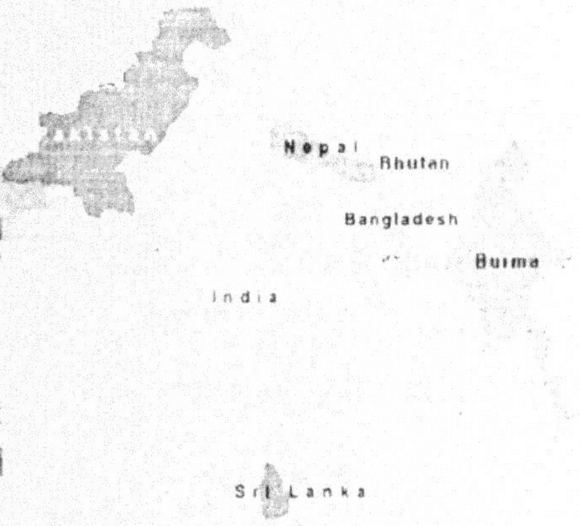





Pakistan
Nepal
Bhutan
Bangladesh
Burma
India
Sri Lanka

UNIT 7

WORLD POPULATION

LANGUAGE FOCUS

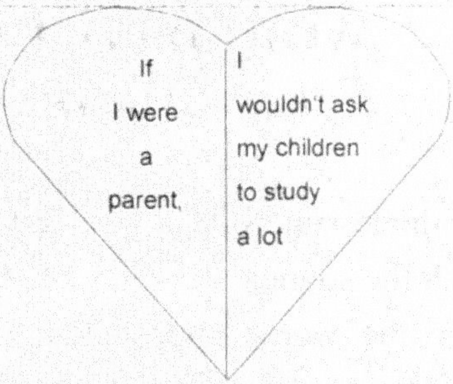
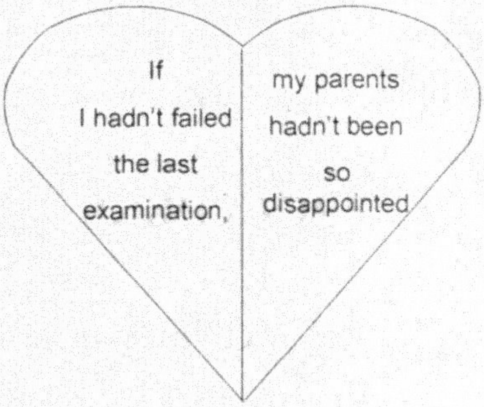
Aims: By the end of the lesson, Ss will be able to

- distinguish the sounds /kl/, /gl/, /kr/, /gr/ and /kw/
- pronounce the words and sentences containing these sounds correctly
- use conditional type 1, 2, 3 and conditional in reported speech appropriately.

Teaching aids: 10 sets of halves of hearts, handouts.

PROCEDURE

Stages - Timing	**Activities**	**Interactions**
1. Warm-up 5 mins	**Game: Find the other halves** Divide the class into 2 teams. - Let Ss work in groups of 4 or 5. - Deliver to each group a set of halves of 3 hearts. - Let Ss match the halves to make 3 meaningful hearts. - The representative of each group will go to the board and match the 6 halves to make 3 correct sentences. - Which group finishes first and give more correct answer will be the winner. - Check Ss' understanding of the instructions. - Give corrections if necessary. - Declare the winner **Expected answers:** If I have free time, | I will chat with the old	**T ↔ Ss**

	 If I were a parent, I wouldn't ask my children to study a lot  If I hadn't failed the last examination, my parents hadn't been so disappointed **Lead in:** 1. What grammar point is in the hearts? (→ Conditional types) 2. Do you remember the structure and the usage of conditional types? - **Introduce the lesson:** *Today we are going to revise the 3 types of conditional sentences.*	T ↔ Ss
2. Presentation 1 **25 mins**	**Grammar** **Revision of conditional types (1, 2, 3)** Questions: 1. In the first sentence, is it possible that I have free time? (Yes) What is the structure in the **if clause** and in the **main clause**? (→ If clause: present tense; Main clause: will / may / can + bare_inf). 2. In the second sentence, is it possible that I am a parent? (No) What is the structure in the if clause and in the main clause?	T ↔ Ss

(→ If clause: Past Subjunctive (S. Past; be → were); Main clause: would / might / could …… + bare_inf.)

3. In the third sentence, was it possible I didn't fail the exam? (No)

What is the structure in the if clause and in the main clause? (→ If clause: Past Perfect; Main clause: would / could / might have + P.P)

Type	If clause	Main clause
I. (Real)	S.Present	will / can / shall / may + bare_inf
II. (Unreal in present)	Past Subjunctive (S.Past: be→were)	would / could / should / might + bare_inf
III. (Unreal in the past)	Past Perfect Subjunctive (had + P.P)	would / could / should / might + have + P.P

Practice: Verb Tenses

Activity 1: Exercise 1 and 2 (textbook p. 87, 88)

- Have Ss put the verbs in brackets into the correct form.
- Ask them check with their partner
- Go over the answer with the class

S

S ↔ S

T ↔ Ss

Key:

Exercise 1:

1.would drive 2. could 3.is 4. will take 5. closed 6. will come

Exercise 2:

1. had been told 2. had realized 3. wouldn't have been

4. would have bought 5. had studied

Activity 2: Sentence completion (worksheet)

- Divide the class into 2 teams.
- Have Ss wrote alone to complete the sentences

S

S ↔ S

given in their own words.

- Ask them to compare with their partners.
- Move around to give help
- Then ask them to go to the board and write their sentences.

In 3 minutes, which team can write more correct sentences on the board will be the winner.

1. If you vote for me, …………….
2. If I lived in the country, ………………..
3. I would have been believed you if …………………
4. If it's nice tomorrow, …………………
5. If you asked me to cook a meal, ………….
6. I would have gone swimming if ………………

T ↔ Ss

- Give feedback
- Suggestions:

1. If you vote for me, I'll be your friend forever.
2. If I lived in the country, I'd die of boredom.
3. I would have been believed you if yesterday hadn't been April Fool's Day.
4. If it's nice tomorrow, I'll go for a camping.
5. If you asked me to cook a meal, I would boil some eggs.
6. I would have gone swimming if it had been warmer.

CONDITIONAL IN REPORTED SPEECH

S

Eliciting: (worksheet)

- Have Ss circle the correct answers.

1. "If I hear any news, I'll let you know", she said

a. She said that if she hears any news she will let you know

b. She said that if I hear any news I'll let you know.

c. She said that if she heard any news, she would let you know.

2. "If I didn't have so much homework, I'd go out with you yesterday", Lan said to Nam.

a. Lan told Nam that if she didn't have so much homework, she'd go out with him the day before.

b. Lan told Nam that if she hadn't have so much homework, she would have gone out with him the day before.

c. Lan told Nam that if I didn't have so much homework, I'd go out with you the day before.

3. "If Alice had behaved well, she wouldn't have needed to put things right", he said.

a. He said that if Alice had behaved well, she wouldn't have needed to put things right.

b. He said that if Alice has behaved well, she wouldn't need to put things right.

c. He said that if Alice behaved well, she wouldn't need to put things right.

Key: 1. c 2. a 3. a

Questions:

1. What are the grammar points in the exercise given?
(Reported Speech and conditional types)

2. Do you know how to change a directed speech into a reported speech?

S

3. What elements that we usually have to change when the verb in the main clause is in the past tense. (told, said, ...)?

4. When the direct speech is a conditional sentence, which type that we have to change, which types we don't have to change?
(type 1, type 2, 3)

T ↔ Ss

Practice:

- Have Ss do exercise 3 (p.89) by changing the conditional sentences into reported speech.

	- Ask 7 Ss to go to the board to write their answers. - Give feedback. - Expected answers: 1. The man said to her (that) he would come to see her if he had time. 2. He asked her what she would say if someone stepped on her feet. 3. They said to me (that) if it didn't rain they would go out with me. 4. The man said the women what she would do if she were a billionaire 5. The man said to me (that) if I had asked him he would have lent me his motorbike. 6. The man said to his daughter (that) they would be very disappointed if she did not come. 7. The boy said to the girl (that) he was sure they would understand if she explained the situation to them.	T ↔ Ss
3. Presentation 2 **13 mins**	**Pronunciation** **Game: Memory game** - Show the class 5 pictures (a queen, a crowd, a crab, a glass, a class) - Ask Ss to memory them. - Put the pictures away. - Ask Ss to tell the nouns referring to the pictures. - Ss who can tell the exact names of the pictures first will be the winner **Presentation** - Underlining the sounds to teach queen crowd crab glass - Eliciting Ss' pronunciation. - Ask Ss to give some more words having the same sounds. - Ask Ss to open their textbook.	T ↔ Ss S T ↔ Ss

	Pronouncing the five sounds separately	
	- Model the sounds /kl/, /gl/, /kr/, /gr/ and /kw/ one or 2 times.	**T → Ss**
	- Producing them	**T ↔ Ss**
	- Pronounce the sounds and ask Ss to repeat.	**S ↔ S**
	- Have Ss practice pronouncing the sounds individually.	
	- Give feedback.	**S ↔ T**
	Pronouncing the words containing the sounds	
	- Read the words in each column all at once.	**T → Ss**
	- Read the words and ask Ss to repeat.	**S**
	- Get Ss to practice pronouncing.	**S ↔ S**
	- Move around to give help.	
	- Ask some Ss to pronounce the words.	**S ↔ T**
	Practicing the words containing the sounds	
	- Read the sentences and have Ss underline the words with sounds, writing /kl/, /gl/, /kr/, /gr/ and /kw/ under them. - Get Ss to practice in pairs. - Go around to give help. - Ask some Ss to read the sentences. - Give corrections.	
4. Homework **2 mins**	- Ask Ss to do the following exercise (worksheet) Correct the clause that has a mistake in it: Ex: ~~If I have my wish~~, I'd be a film star. → **If I had my wish** 1. If I had a camera, ~~I can take a photo.~~ 2. ~~If they would have bought a group ticket~~, it would have been less expensive. 3. If you're joking, ~~I going to by angry.~~ 4. ~~If you can go to the concert~~, you'd have enjoyed it, I'm sure.	

5. The alarm rings ~~if anyone will approach the house~~.

6. Just keep quiet about it. Mention it to anyone ~~or you'll regret it.~~

7. ~~If anything shall o wrong~~, give me a ring.

8. If we drove through the town centre, ~~it will take longer~~.

9. A bank will lend you money only if ~~they knew you can pay it back~~.

10. If I had trusted my instincts, ~~I had refused~~.

11. ~~Have we delayed any longer~~, we would have been too late.

12. If the material gets very hot, ~~it would burst into flames~~.

Expected answers:

1. I could take a photo.
2. If they had bought a group ticket.
3. I'm going to be angry.
4. If you could have gone to the correct,
5. if anyone approaches the house.
6. and you'll regret it.
7. If anything should go wrong / If anything goes wrong.
8. it would take longer.
9. if they know you can pay it back.
10. I would have refused.
11. Had me delayed any longer / If we had delayed an longer.
12. it will burst into flames.

UNIT 8 CELEBRATIONS

READING

Aim: By the end of the lesson, students will be able to

- skim for the gist of the text.
- scan for specific information

Teaching aids: Cards, CD player.

PROCEDURE

Stages-Timing	Activities	Interactions
1. Warm – up 5 mins	**Celebration Recognition** - Prepare a tape with 5 pieces of songs: 1. Happy New Year 2. Jingle Bells 3. Chiếc đèn ông sao 4. Happy birthday 5. Wedding March - Divide the class into 2 teams - Ask students to listen to each piece of song once and tell the occasion when this song is played - The team has the faster and correct answer will be given 1 mark - The winner is the group having more marks - Check students' understanding of the instructions - Let students start the game Expected answer: 1. Happy New Year → New Year's Celebration 2. Jingle Bells → Christmas 3. Chiếc đèn ông sao → Mid-Autumn Festival 4. Happy birthday → Birthday's Celebration 5. Wedding March → Wedding's Celebration	**T ↔ Ss** **Ss ↔ T**

2. Pre-reading 12 mins	**Questions:** - Do you know any other celebrations in our country and around the world? - In your opinion, what is the most important occasion in our country? - Let students look at the picture in the textbook (p.90) to discuss the question given. - Give more questions to make the description easier: + Are they family? + What are they doing? + What are on the table? + What tree is on the right of the picture/ on the left of the picture? + What are they? + Are they happy? - Run through the activities given at Test in the textbook (p.91). - Ask students to work in pairs and choose the activities they enjoy doing most at Test. - Encourage students to add more activities. - Introduce the text: Today we are going to read a text to know more about our Tet's Celebration. **Pre-teaching vocabulary** 1. grand (adj) (explanation): lớn, quan trọng + Explanation: What do you call your mother's father? (→ grandfather) + What does "grand" mean? **2.** banner (n) (picture): băng rôn, khẩu hiệu 3. agrarian (adj) (translation): thuộc về nông nghiệp 4. pray (v) (miming): cầu nguyện 5. spread – spread – spread (v) (miming): trải ra	T ↔ Ss S ↔ S T ↔ Ss T ↔ Ss S ↔ S S ↔ S

Checking: Gap-filling

- Ask students to fill in the blank with one provided words.
- Ask students to change the form of the words if necessary

1. Tet's preparations used to be - ________ over months.
2. The wedding was a very - ________ occasion.
3. They knelt down and ________ for prosperity. huge________ over the street said "Welcome home".
4. Tet marks the beginning of spring and, for ______ people, to start the New Year.

Keys: 1. spread 2. grand 3. prayed
4. banner 6. agrarian

3. While reading 17 mins

Activity 1: Matching game (pelmanism)

- Have students read through the text to find the topic of each paragraph.
- Prepare 8 cards with the contents in one side and the numbers in the other side.

S

Paragraph (P) 1 1	(P) 2 2	(P) 3 3	(P) 4 4

Tet's preparation 5	The purpose of the Tet 6	During the Tet 7	Tet's plants and foods 8

- Tick the cards on the boards so that students can't see the contents.

1	2	3	4

5	6	7	8

	- Divide the class into 2 teams Each group will, in turn, choose 2 numbers - Turn over the 2 chosen cards. If the paragraph match with the topic, one mark is given (ex: paragraph 1 – The purpose of the Tet)	T ↔ Ss
	If they don't match with each other, teacher puts them back on the board and continues the game until all the cards are turned over. - The team has more marks will be the winner. - Check students' understanding of the instructions. - Let students start the game. - Keys: Paragraph 1: The purpose of the Tet Paragraph 2: Tet's preparation Paragraph 3: Tet's plants and foods Paragraph 4: During the Tet	T ↔ Ss
	Activity 2: True/False statements (task 2, p.92) - Check if students can answer the T/F statements in Task 2 (p.92) after their first reading of the text. If students can't, teacher gets them to read through all the 6 statements and identify the key words in each statement.	S
	- Ask students to go back to the passage and find the answer - Get students to check their answers with a friend - Call on some students to present and explain their answer	**S ↔ S** **T ↔ Ss**

	- Give feedback. Keys: 1.F 2.F 3.T 4.F 5.T 6.T	**T ↔ Ss**
	Activity 3: WH – Questions (task 3, p.92) - Check if students can answer the comprehension question in Task 3 without reading the text again. If students cannot, get them to read the questions carefully and underline the key words to do the task. - Have students go back to the text and find the key words in the text. - Get students to check their answer with a partner. - Call on some students to read the answer and explain their choices - Give feedback. Expected answers: 1. It's sometime between 19 January and 20 February. 2. For months 3. Streets are decorated with colored lights and red banners. 4. They buy gifts, clean and decorate their houses and cook traditional foods. 5. Banh chung and mut. 6. Visiting friends and other family members, exchanging wishes, going to the pagoda, playing games, etc.	**S** **S ↔ S** **T ↔ Ss**
4. Post-reading 10 mins	**Exchanging personal information** - Have students work in group of 4 to tell each other about their last Tet holiday, focusing on the suggestions given in the textbook (p.92) - Tell each group to choose a secretary for each group. The secretary will note down all of the others' information in a chart (see	**Ss ↔ Ss**

	appendix) - Ask the secretary of each group to present the most interesting information of their group. - Ask other students to give comments. - Give feedback.	Ss ↔ S T ↔ Ss
5. Homework 1 mins	- Have students write a short paragraph (about 100-200 words) to tell about the Tet holiday they like most. - Get students to find as many popular holidays and celebrations in Vietnam and in the world as possible (at least 5 holidays on celebrations). - Ask students to learn by heart the new vocabulary and make sentences with them.	

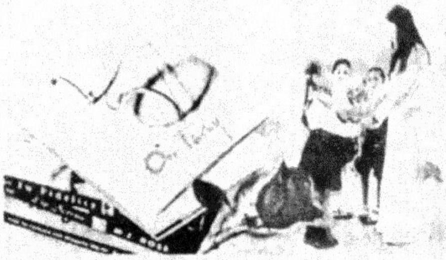
Appendix:

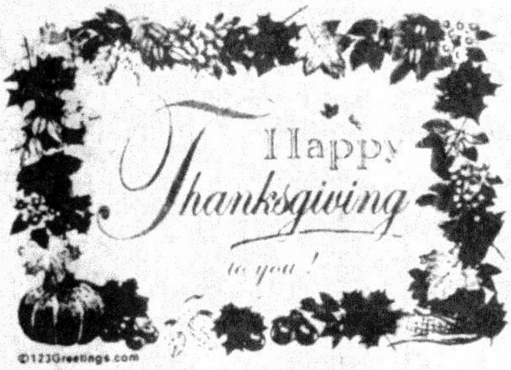
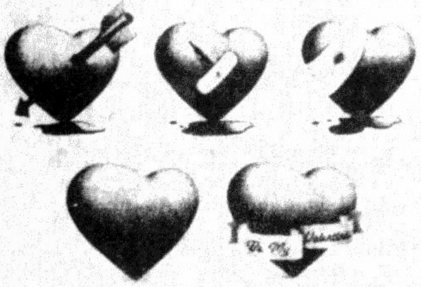
	Group's Names			
Wh-questions	(Lan)	(Mai)	(Trung)	(Hai)
How did you prepare for Tet?				
Who did you visit?				
What special food did you eat?				
What activities did you most enjoy doing during Tet?				

UNIT 8. CELEBRATIONS
SPEAKING

Aim: By the end of the lessons, Ss will be able to talk about the celebration of Tet and other festivals' activities.
Teaching aids: pictures of some celebrations/holidays, charts.

PROCEDURE

Stages-Timing	Activities	Interactions
1. Warm-up 6 mins	**Game: I spy** - Divide the class into 2 teams. - Prepare 7 pictures of popular celebrations. - Demonstrate the phrase: "I spy, with my little eyes, a celebration beginning with….." then show a picture of that celebration. - Explain "spy" here means "can see ". - Ask Ss to guess the celebrations beginning with a letter specified. the T is referring to. Ex: T: I spy, with my little eyes, a celebration beginning with t. Show the picture:  S1 (guessing): Is it the Teacher's Day? T: Yes, it is. - Similarly with the following celebrations: + Halloween (October 31) 	**T ↔ Ss**

	+ Thanksgiving (4 Thursday in November)  Happy Thanksgiving to you ! ©123Greetings.com + Valentine's day (February 14)  Be My Valentine + Mid-Autumn Festival (15th of the 8th lunar month) + New Year's Day (1st of the 1st lunar month) 	

2. Pre-speaking 8 mins	**Lead-in:** *- Do you think that Lunar New Year is popular in the world?* *- Let's study the following dialogue to see if Anna, who is Mai's new English friend, knows about it or not.*	**T ↔ Ss**
	Eliciting: - Put the cues of the dialogue on the blackboard (using chart).	
	- Ask Ss to work in pairs to build the dialogue from the cues given. Mai: Tet/holiday/next month? Anna: What/Tet? Mai: Vietnamese people/celebrate/beginning/spring/also/start /Lunar New Year. Anna: When/exactly? Mai: This year/ 9th of February. Anna: What/you/usually/do/Tet? Mai: eat/a lot of special foods; dress up/visit friends and relatives, also play/traditional games. Anna: sound/interesting.	**S ↔ S**
	- Call some Ss to read their dialogues. - Do not correct any mistakes at this stage. - Ask Ss to open theirs books to check the dialogue. - Remind the Ss the usage of the following expressions: + Do you know…? Ex: Do you know that Tet holiday is next month? + It's time when….(used to answer the significance of the celebration) Ex: It's time when Vietnamese people celebrate the beginning of spring.	**T ↔ Ss**

<table>
<tr>
<td>3. While-speaking
21 mins</td>
<td>Activity 1: Practicing memorizing
-Ask Ss not to look at the dialogue and look at the cues again.
- Get them to play one of the two roles.
Pair work
- Checking: random pair
- Give comments.
Activity 2: Matching
- Reuse the pictures about celebrations given at the warm-up.
- Remain the two groups team and let them compete with each other.
- Have Ss look at each picture and tell its name.
- Do this activity quickly to get Ss to be excited to the lesson.
- Give feedback and declare the winner.
- Tick the "main purposes" and the "activities" of the celebrations on the blackboard.
<table>
<tr><th>Main purpose</th><th>Activities</th></tr>
<tr><td>a. People express their love to each other.</td><td>They give chocolates, flowers or gif to the people they love.</td></tr>
<tr><td>b. People celebrate the largest full moon in the year.</td><td>Children wear masks, have parties with special cakes and lots of fruits, parade in the street, etc.</td></tr>
<tr><td>c. People celebrate the harvest.</td><td>Family members get together. They prepare a large meal with roast turkeys.</td></tr>
<tr><td>d. People celebrate the start of a year.</td><td>They visit other family members or friends. Children receive "lucky money".</td></tr>
<tr><td>e. People want to scare away the bad spirits.</td><td>People paint their faces. Children wear different costumes as</td></tr>
</table>
</td>
<td>S ↔ S

T ↔ Ss

S ↔ S

T ↔ Ss</td>
</tr>
</table>

	witches ghost or T.V characters.
f. Students want to show their gratitude to their teachers.	They visit their teachers giving them flowers or gifts.
h. People remember mothers and grand mothers on this day.	They give cards and flowers or other gifts to their mothers and grand mothers.

- Put all the pictures on the board (in mixed order), let Ss discuss together to match the holidays

S ↔ S

Language notes

- Help Ss to pronounce some difficult and confusing words:

T ↔ Ss

+ Valentine : ngày lễ tình nhân
+ harvest (n) : vụ mùa
+ mask (n) : mặt nạ
+ parade (n) : cuộc diễu hành

- Check the answer

Ex: T: People express love of the three information.

+ Call Ss read the other information

T ↔ Ss

S1: It's Valentine's Day.
S2: They give chocolates, flowers or gift to the people
they love.

- Call on 3 Ss at a time, each S reads one piece of the information; the next Ss have to read the information so that they match with the previous one.

- Give feedback.

Activity 3: Practicing speaking

- Let Ss practice speaking, based on the dialogue in Task 1 and the information in Task 2.

S ↔ S

- Move around to control and give help.

<table>
<tr><td></td><td>- Listen to Ss' dialogue and take notes the typical errors to give correction in front of the class later.
- Call on 1 or 2 pairs to act out their dialogues.
- Give comments.</td><td></td></tr>
<tr><td>4. Post-reading
8 mins</td><td>Lucky numbers (books and notebooks closed)
- Put away the chart on the B/b.
- Ask Ss to choose a number corresponding to a celebration.
- Have Ss tell all the information related to the celebration.
- For each correct answer, S will get one point for their group.
- Give 2 points for the lucky choice.
- Have other Ss give comments.
- Give comments.
- Declare the winner.
<table>
<tr><td>New Year</td><td>Valentine</td><td>Halloween</td></tr>
<tr><td>Lucky number</td><td>Teacher's Day</td><td>Mid-Autumn Festival</td></tr>
<tr><td>Thanksgiving</td><td>Easter</td><td>Lucky number</td></tr>
</table></td><td>T ↔ Ss

T ↔ Ss</td></tr>
<tr><td>5. Homework
2 mins</td><td>- Have Ss study the celebrations given.
- Ask Ss to find the greeting for each celebration:
Ex: New Year's Day: "Happy New Year"</td><td></td></tr>
</table>

UNIT 8 CELEBRATIONS

LISTENING

Aim: By the end of the lesson, Ss will be able to listen and pick up specific details

Teaching aids: chart, pictures, and handouts.

PROCEDURE

Stages – Timing	Activities	Interactions
1.Warm-up **6 mins**	**Game: Crossword Puzzles** - Prepare a poster of a word grid with 7 rows. (T can prepare a poster with all the words in their rows and cover each row with a piece of paper. Within Ss get it right, T just uncovers that row) - Divide the class into 2 groups. - Lets Ss guess the word in vertical column by answering the questions to complete the crosswords. (see appendix) - Get Ss to take turns to choose the numbered row. - Read the explanation for the word in that row and get the group to say what the word is. For each correct answer to the crossword, Ss will get 1 mark. If the answer is not right, the other group has the chance to say the word and score the point. Each group has only 10 seconds to make a guess. Each group can also make a guess at the vertical word, but only when it is that group's turn. A correct guess finishes the game. - The group that has more points will win the game. - Check Ss' understanding of the instructions and get Ss start the game.	**T ↔ Ss**

	- Prepare the winner.	
2. Pre - listening 10 mins	**Lead-in:** - *What's the word in vertical column?* (New Year) - *What is the quiz about?* (Japan) - *Can you guess the listening lesson we are going to study today?* (The New Year in Japan)	**T ↔ Ss**
	Pre-teaching vocabulary: - Before eliciting vocabulary, help Ss pronounce the words given in the textbook (p.95) - Eliciting vocabulary: 1. longevity (n) (synonym) = long life: sự sống lâu 2. constancy (n) (antonym-word root): sự kiên định 3. pine tree (n) (picture): cây thông 4. represent (v) (synonym) = symbolize: đại diện cho, tượng trưng cho 5. get rid of (v.phr) (gap filling): từ bỏ Ex: He was a boring nuisance! I'm glad to _ _ _ him. Now, I really feel free. Checking: Rub out and Remember	**T ↔ Ss**
	Predictive activity: (Textbook, p.94) - Ask Ss to guess the activities the Japanese often do on their New Year' Day: + Call on 1 S to read aloud the activities given in the textbook. + Ask other Ss to listen and say "Yes" for the activities they think the Japanese often do on their New Year' Days and say "No" if the Japanese don't. - Give no corrections at this stage. - Ask Ss to check their answers in the conversation they are going to hear.	**S**

<table>
<tr><td rowspan="9">**3. While - speaking 20 mins**</td><td>**Activity 1: Listen and Tick (√) (Task 1, p.95)**
- Tell Ss they are going to listen to 2 people talking about how the New Year is celebrated in Japan.
- Ask Ss to listen and tick (√) the things they hear.</td><td></td></tr>
<tr><td>- Let Ss listen for the second time if necessary.</td><td>**S**</td></tr>
<tr><td>-Go over the answers with the class.</td><td>**T ↔ Ss**</td></tr>
<tr><td>**Activity 2: Questions and answer** (task 2, p.96)</td><td></td></tr>
<tr><td>- Tell Ss to listen again and answer the questions.</td><td>**S**</td></tr>
<tr><td>- Go over the answers with the class.
- Expected answers:
1. Because they want to get rid of the dirt of the old year and welcome the new year.
2. From television or radio.
3. Kimonos or special dress.
4. No. New Year's Day is mostly celebrated among family only.</td><td>**T↔ Ss**</td></tr>
<tr><td>**Activity 3: Listen and take notes**
- Deliver the handouts to Ss:
<table>
<tr><td>Preparat-ions</td><td>Activities on New Year's Day</td><td>Food and clothes</td><td>People to celebrate with</td></tr>
<tr><td>-
-
-
-</td><td>-
-</td><td>-
-</td><td>-</td></tr>
</table></td><td></td></tr>
<tr><td>- Ask Ss to listen again and note down the information given in the chart.</td><td>**S**</td></tr>
<tr><td>- Call on Ss to read their notes and check with the class.
- Give feedback.
Expected answers:</td><td>**T ↔ Ss**</td></tr>
</table>

Preparations	Activities on New Year's Eve	Food and clothes	People to celebrate with
- a few days before the New Year - housewives cook special foods for New Year's Day - clean and decorate their house (with some pine trees) - exchange greeting cards and gift	-sit around and start watching the national singing contest on TV - TV/radio broadcasts 108 bells - say "Happy New Year"	- Kimonos/dress - Special New Year's Day food - Rice wine	- family

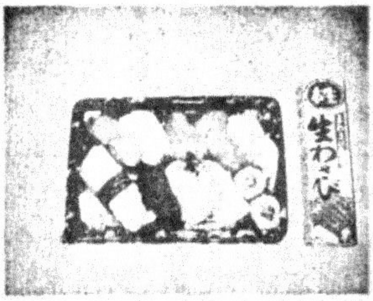
4. Post – speaking 8mins	**Speak-it-up:** - Ask Ss to work in groups of 4. - From the notes from the chart, have Ss make a comparison between the Vietnamese New Year and the Japanese one.	**Ss ↔ Ss**
5. Homework 1 min	- Have Ss write a short paragraph (100-120 words) about the Japanese New Year's celebration based on the cues in the chart they have done in the activity 3. - Have Ss make sentences with the new vocabulary.	

Appendix:

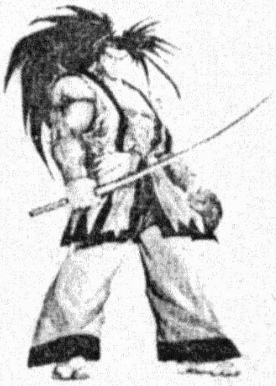
1						K	I	M	O	**N**	O					
2									P	**E**	A	C	H			
3										**W**	A	S	A	B	I	
4							T	O	K	**Y**	O					
5	E	A	R	T	H	Q	U	A	K	**E**						
6					S	A	M	U	R	**A**	I					
7								S	H	**R**	I	N	E			

Explanation:

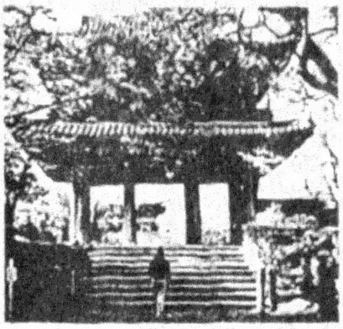
1. Vietnam is famous for Ao dai, Japan is famous for ....
2. The famous flower in Japan.
3. A typical Japanese mustard.



4. The capital of Japan.
5. The frequently natural phenomenon in Japan.
6. What is the person in this picture?



7. What`s this?



UNIT 8 CELEBRATIONS

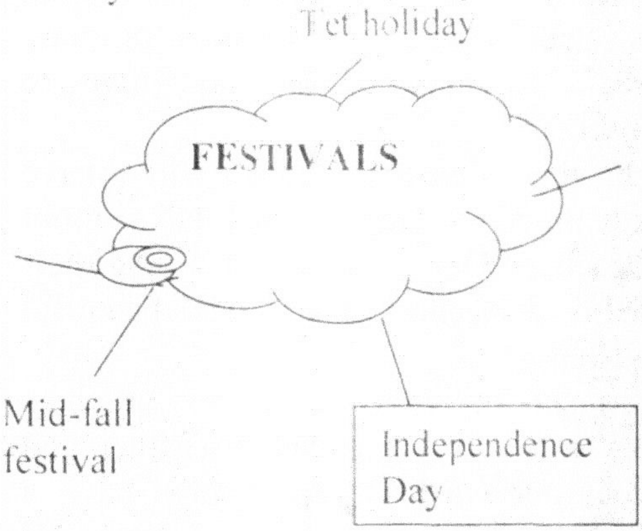
WRITING

Aim: By the end of the lesson, students will be able to write about some popular celebrations in Vietnam and greeting cards.

Teaching aids: textbook, poster, and handouts.

PROCEDURE

Stages-Timing	**Activities**	Interactions
1. Warm-up 7 mins	**Guessing game:** Ss have to find out a word. This word consists of 8 letters. _ _ _ _ _ _ _ _ 1 2 3 4 5 6 7 8 Each letter is related to a question. Ss have to choose a number and answer the question. T will give them the correct letter. Questions: 1. *Vietnamese people always eat this on Tet holiday. (sticky rice cake)* 2. *Children enjoy watching this on Mid-fall festival. (lion-dance)* 3. *Women often receive this on Women's Day. (flowers)* 4. *The Independence Day of Vietnam. (2nd of September)* 5. *This celebration occurs In February and it's an occasion to show love and Interest to others. (Valentine's Day)* 6. *One thing that people often send to others beside gifts on certain celebrations with wishes on them. (Greeting cards)* 7. *This celebration Is on 20th of November. (Teachers' Day)* 8. *A popular flower used to decorate the houses, especially In the North*	T↔Ss

	of Vietnam on Tet holiday. (peach flowers)	
2.Pre-writing 10 mins	The key word: **FESTIVAL** - Ask Ss to tell some festivals in Vietnam that they know.  Tet holiday FESTIVALS Mid-fall festival Independence Day	T↔Ss
	Chatting: T: What do people usually do on these festivals? Ss:… T: What are some traditional foods people often cook? Ss:… T: Do you like these festivals? Ss:…	T↔Ss
	Reading task: - Deliver handouts with a passage about a festival and comprehension questions. Ask Ss to read and find the answers in 5 minutes.	S↔S
	- Give feedback. 1. What festival is this? 2. When does it usually occur? 3. What do people celebrate it for? 4. What are some popular activities on this festival? 5. How does the writer feel about the festival?	T↔Ss

	Among many festivals celebrated in Vietnam, Teachers' Day Is a special day for teachers. It's always celebrated on a fixed day In November. It's the 20th of the month. It's been celebrated in Vietnam for many years to show respect and love to teachers. On this occasion, schools often have meetings for teachers and talks about Teachers' Day. Students often give their beloved teachers flowers and beautiful wishes. I myself enjoy the festival very much as It's a chance for friends to gather and visit our teachers. We always have a great time.	S
3. While-writing 10 mins	- Ask Ss to work individually and write a similar passage about one of the popular festivals in Vietnam. - Go around the class and give help where needed.	S T↔Ss
	Correction - Ask Ss to swap their papers and do the correction. - Get some S to read aloud their writings. - Give feedback.	S
4. Post-writing 8 mins	**Writing greeting cards:** - Ask Ss to imagine they are in certain festivals and they are going to send greeting cards to one of their friends or relatives. - Get each S to make a simple card with paper and colors they can find and write wishes on them. - Collect the cards and deliver them randomly to Ss. - Some Ss who receive cards will read	

	aloud their friend's wishes for them.	
5.Homework **1 min**	Ask Ss to write greeting cards to their beloved friends, relatives or their parents on the following occasions: 1. Birthday 2. Tet holiday	

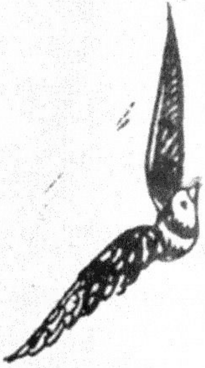
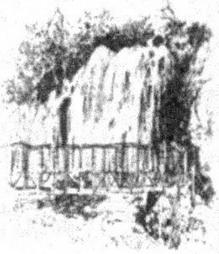
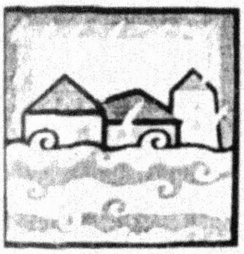
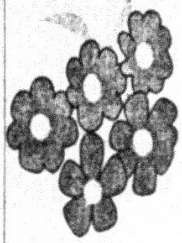
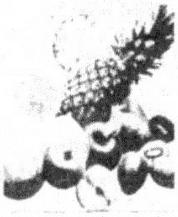
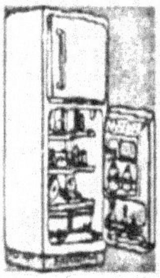
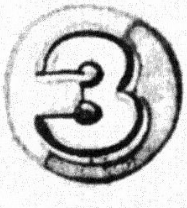
UNIT 8 CELEBRATIONS

LANGUAGE FOCUS

Aim: By the end of the lesson, students will be able to use pronouns *one(s), someone, no one, anyone, everyone* and have further practice in vocabulary about holidays and celebrations.

Teaching aids: textbook, poster, pictures.

PROCEDURE

Stages-Timing	Activities	Interactions
1. Warm-up **4 mins**	**Kim's game** - Show Ss 7 pictures.  	T↔Ss

<table>
<tr>
<td></td>
<td>- Give Ss 30 seconds to look through these pictures.
- Takes away the pictures.
- Ask Ss to write down the things they see in the pictures or the actions they can infer as many as possible.
- Ask some Ss to read aloud their words.
- Give feedback.</td>
<td></td>
</tr>
<tr>
<td>2.
Presentation
1
6 mins</td>
<td>Pronunciation
- Divide the board into three columns labeling with " /fl/, /fr/. and /θr/ and asks Ss to fill in each column with suitable words they have just found.
- Model these words, ask Ss to repeat.
- Get Ss to add some more words that they know to the three lists.
Expected board out:
<table>
<tr><th>/fl/</th><th>/fr/</th><th>/θr/</th></tr>
<tr><td><i>Fly</i>
<i>Flower</i>
<i>Flow</i>
<i>Flood</i>
<i>Flee</i>
<i>Flour</i>
<i>Flu</i>
<i>Fleet</i>
...</td><td><i>Fridge</i>
<i>Fry</i>
<i>Frozen</i>
<i>Fruit</i>
<i>Afraid</i>
<i>Free</i>
<i>Frog</i>
<i>Front</i>
...</td><td><i>Throw</i>
<i>Three</i>
<i>Thrive</i>
<i>Threaten</i>
<i>Through</i>
<i>Overthrow</i>
<i>Throat</i>
<i>Thrill</i>
...</td></tr>
</table>
- Ask Ss to practice the dialogue given on page 97 in open pairs, then in closed pairs.</td>
<td>S↔S</td>
</tr>
<tr>
<td>3.
Presentation
2
24 mins</td>
<td>Grammar
Activity 1: Pronouns <i>someone, anyone, no one, everyone.</i>
- Run through the meaning of these pronouns.
- Tell Ss to do exercise 1 (textbook, p.98) individually then compare the answers with their partners.
- Call on some Ss to read aloud the sentences.
- Give feedback.</td>
<td>S
S↔S

T↔Ss
T↔Ss</td>
</tr>
</table>

	Activity 2: Pronouns *one(s)* - Elicit 2 model sentences from Ss by giving situations: + **Put a red pen and a blue pen on the table, then take the red pen.** **Ask:** *What did I do?* (Expected answer: *You took the red pen but you didn't take the blue **one.***) + **Put some red pens and some blue pens on the table, then take some red pens.** **Ask:** *What did I do?* (Expected answer: *You took the red pens but you didn't take the blue **ones.***)	T↔Ss
	Game: " Lucky Numbers" - Get Ss to work in 2 teams: Tom and Jerry. - Ask Ss to choose a number that is relevant to a question. If the number Ss choose are lucky ones, they don't have to answer any questions. - Give 5 marks for a correct answer and 10 marks for a lucky one. -The team with more marks wins the game. In this game, Ss are expected to use *one* or *ones* to rewrite the sentence given. 1. *Of the three bags, I like the blue bag.* 2. Mai Is making a fruitcake. Huong is making a fruit cake, too. 3. ***Lucky Number!*** 4. I don't have a computer, and my father doesn't want me to have a computer. 5. I like reading books, especially books about the natural world. 6. We told each other both happy stories and sad stories about our lives. 7. ***Lucky Number!*** 8. *They let me choose a pencil, and I took the red pencil.* 9. There are several national celebrations in Vietnam, but perhaps the most meaningful	Ss↔Ss

celebration is Tet holiday.

Activity 3: Vocabulary about holidays and celebrations.

S

* **Jumbled words**:

- Give Ss a list of Jumbled words.
- Ask Ss to find out the right words in 2 minutes and write them on the Bb.

1. *sigft*
2. *drang*
3. *loetip*
4. *godo kucl*
5. *tratiodinal*
6. *texeciment*
7. *garanari*
8. *beeclragint*

4. Production
10 mins

Answer keys:

1. gifts
2. grand
3. polite
4. good luck
5. traditional
6. excitement
7. agrarian
8. celebrating

T↔Ss

- Ask Ss to use these words to fill in the sentences in their books (p. 99).
- Get Ss to work individually, and then compare their results with their partner.

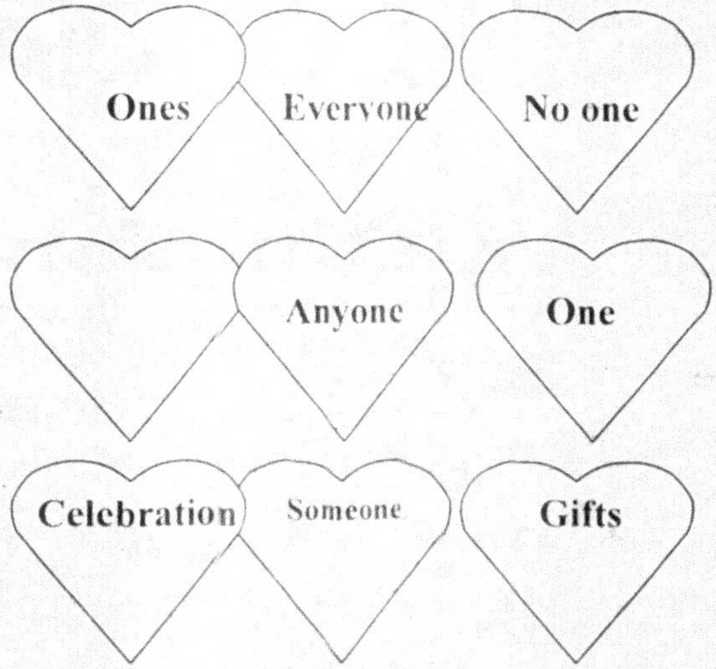
Answer keys:

1.	*traditional*	*5.*	*polite*
2.	*grand*	*6.*	*good luck*
3.	*gifts*	*7.*	*excitement*
4.	*celebrating*		

Game: **Noughts and Crosses**

- Ask Ss to play the game in 2 groups: Noughts and Crosses.
- Tell Ss to choose a number that is relevant to a word or a phrase.
- Ask Ss have to make a sentence with it.

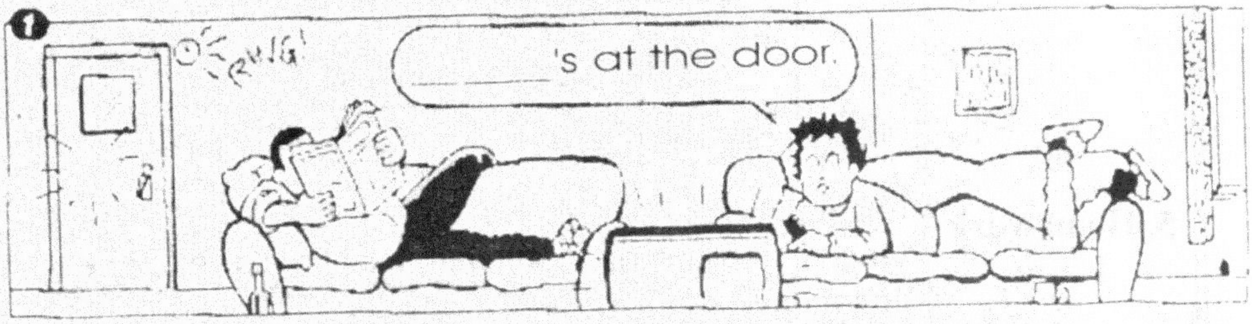
If they make it right, they will have one

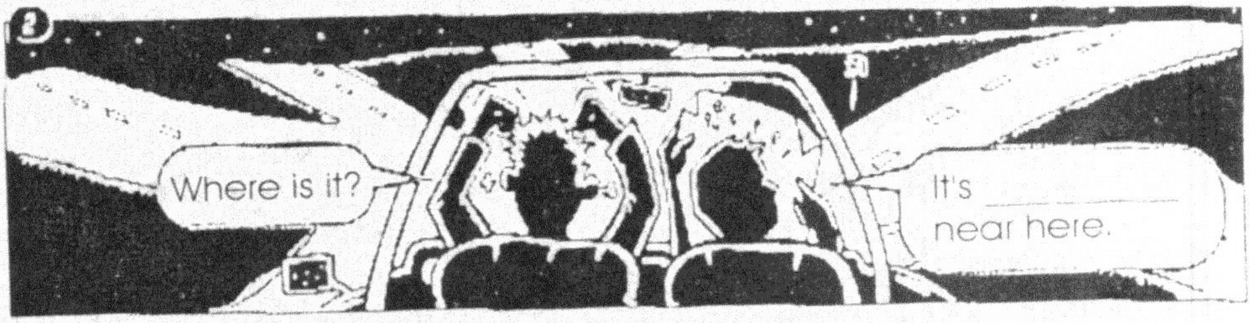
<table>
<tr>
<td>**5. Homework**
1 min</td>
<td>
Nought (for Noughts group) or one cross (for Crosses group). The team with three noughts or crosses in the same line first wins this game.
<table>
<tr><td>1
X</td><td>2</td><td>3</td></tr>
<tr><td>4</td><td>5
O</td><td>6</td></tr>
<tr><td>7</td><td>8</td><td>9</td></tr>
</table>
Example:
One: I like the ripe fruit but I don't like the green **one**.

Ones
Everyone
No one
Anyone
One
Celebration
Someone
Gifts
Ask Ss to do the exercise in the handout (see appendix)
</td>
<td></td>
</tr>
</table>

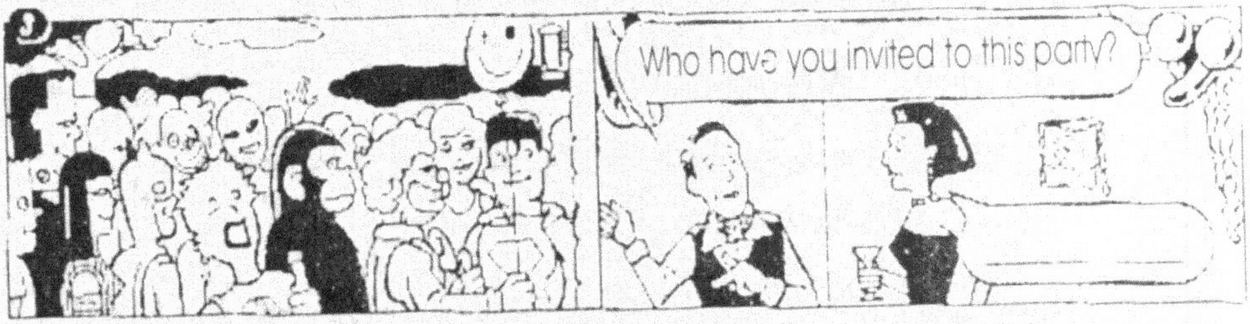
Appendix:

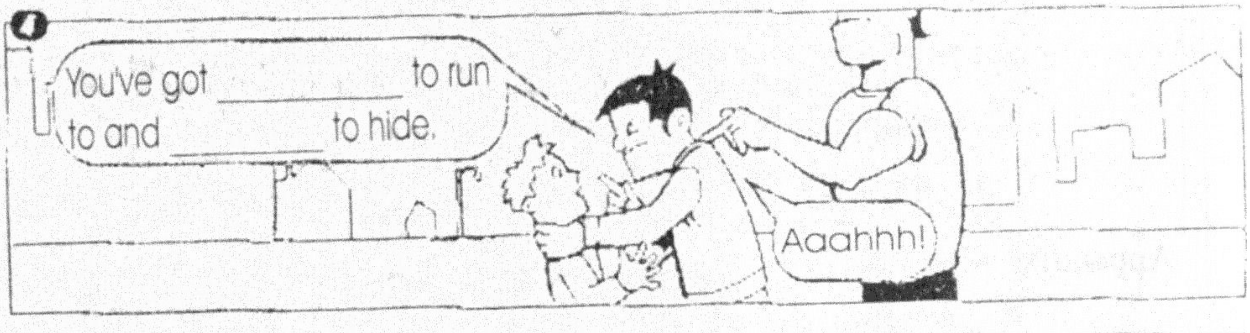
Is Anybody There?

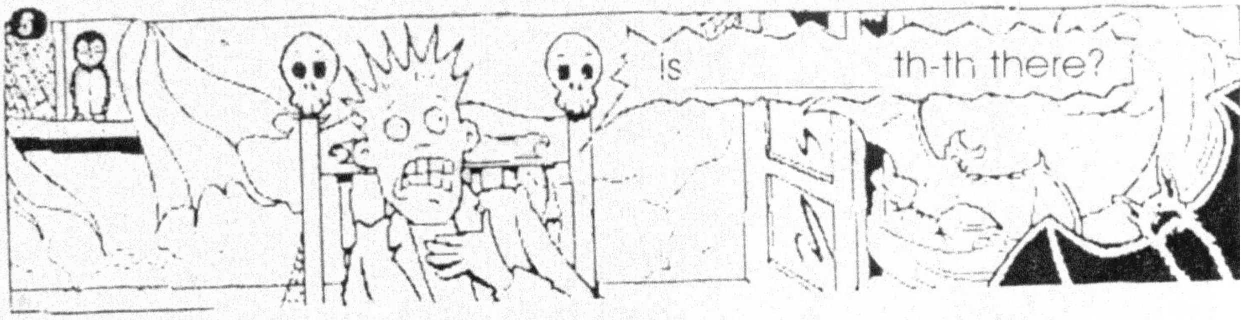
nobody everybody anybody


1
RING!
____'s at the door.

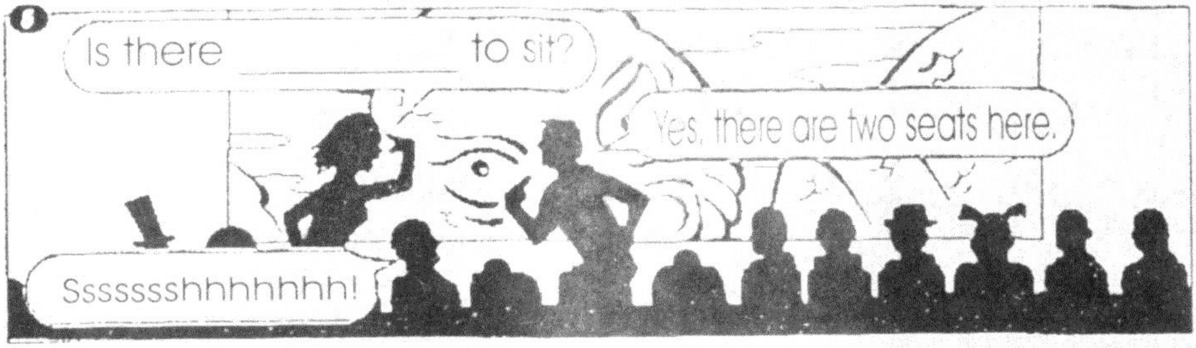

2
Where is it?
It's ____ near here.


3
Who have you invited to this party?
____

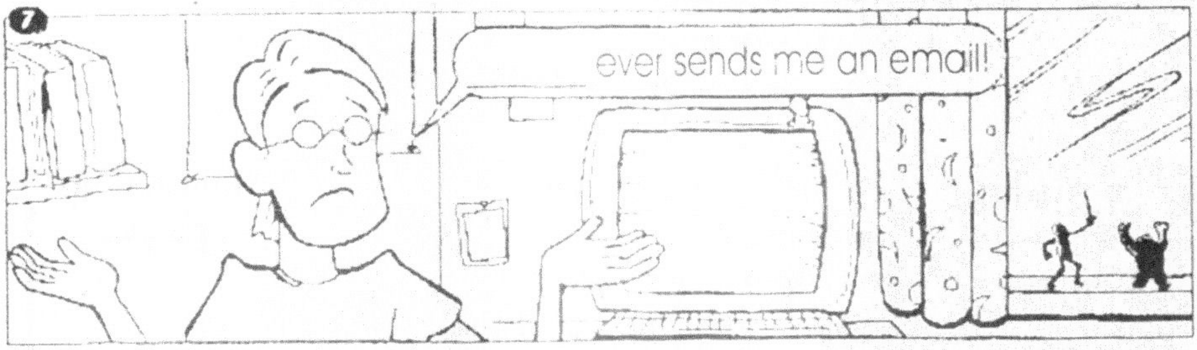

4
You've got ____ to run to and ____ to hide.
Aaahhh!


5
Is ____ th-th there?

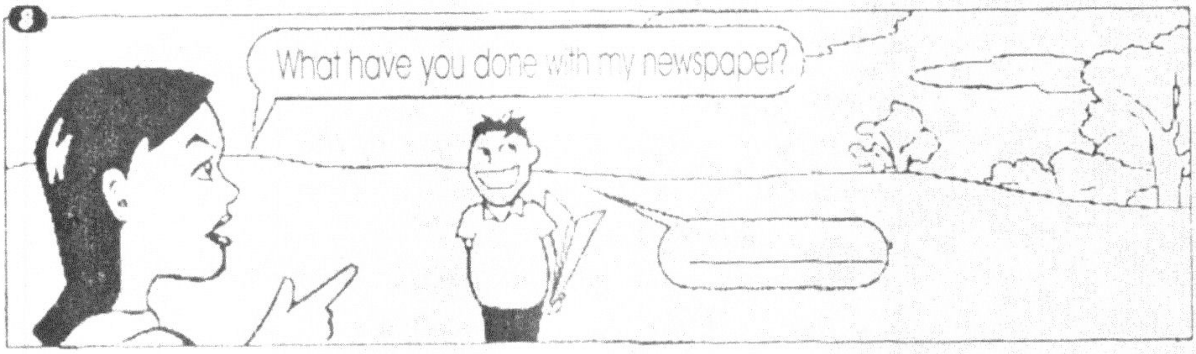
6


Is there ______ to sit?
Yes, there are two seats here.
Ssssssshhhhhhh!

7


______ ever sends me an email!

8


What have you done with my newspaper?
______

A. Oh no! I'm going out, then.

B. You get it!

C. NNNNOOOOOOOHHHHHHH!

E. You said that three hours ago!

D. Maybe somebody's left a message on my mobile phone.

F. Perhap the dog ate it.

H. But he has got a big brother.

G. No, there aren't!

Now write the next line of each conversation. Show them to a partner. Can he/she match them to the conversations?

UNIT 9 THE POST OFFICE

READING

Aims: By the end of the lesson, students will be able to

- deduce the meaning of some words in certain context.
- scan for specific details.

Teaching aids: textbook

PROCEDURE

Stages-Timing	Activities	Interactions
1. Warm- up **4 mins**	**Chatting**: - Raise some questions: + Show Ss a letter and ask: *What's this? (→ A letter)* + *Where can you post a letter? (→ At the post office)* + *How far is it from your house to the nearest post office? ((→ ...kilometer(s))* + *How often do you go to the post office? What for? (One/twice a week. To post letters/to make a phone call/ to buy phone cards,..)* + *What services do you think the post office offer?(→ mail, phone call, ...)* **Lead in:** *We're going to read a text about postal services of Thanh Ba post office.*	**T↔Ss**
2. Pre- reading **10 mins**	**Pre-teaching vocabulary:** - equip (v) (explanation): trang bị Explanation*: supply with what is needed in a company or an office, etc.* - express (a) (synonym) = *very fast*: rất nhanh, hoả tốc -transfer (v) (explanation): chuyển Explanation*: to hand over from one person or one place to another.* - notify v) (translation): thông báo, cho biết	

	- recipient (n) (situation): người nhận Situation: *My friend sent me a letter. She was the sender. I received the letter. I was the...*(recipient) - subscribe to (newspapers or magazines,etc.) (v) (explanation): đặt mua (báo) dài hạn Explanation: *arrange to receive (nespapers/ magazines...) regularly.*	
	Checking: What and Where **Guessing:** *What services do Thanh Ba post office offer to customers?* - Ask Ss to list out as many services as they know.	**T↔Ss**
3. While-reading 20 mins	**Activity 1: Checking prediction** - Ask Ss to read the text and check their prediction. Answer keys: • Mail and parcel service. • Express money transfer. • Phone calls and faxes. • Press distribution. - Ask some Ss to repeat.	**S↔S**
	Activity 2: Wh-Questions - Ask Ss to read the text again and find the answers to the following questions: 1. What is Thanh Ba post office equipped with? 2. According to the text, what are the three ways of sending a letter? 3. What is the Messenger Call Service used for? 4. What will you have to do if you want to get your newspapers and magazines delivered to your house?	**S↔S**
	- Give feedback. Expected answers: *1. It is equipped with advanced*	**T↔Ss**

	technology and a spacious and pleasant front office. 2. *They are sending letters by air, surface mail or express mail.* 3. *Is it used for notifying the recipient of the time and place to receive the call?* 4. *I'll have to subscribe to my favorite newspapers or magazines.* - Get Ss to practice asking and answering these questions in open pairs, then in closed pairs.	
	Activity 3: Finding evidence in the text to support these statements: - Ask Ss to work in pairs again and find evidence in the text that support these statements. 1. You cannot make a phone call at Thanh Ba post office until 10 a.m. 2. You can save some money if you send a parcel that is less than 15 kilos in weight. 3. The post office offers a special mail service that is particularly fast. 4. Your relatives do not have to wait until tomorrow to get the money you send them today.	**S↔S**
	- Get Ss to report their answers chorally.	**T↔Ss**
	- Give feedback.	**T↔Ss**
	Expected answers: 1. *It opens daily from 7 a.m to 9 p.m.* 2. *They offer a very competitive rate for parcels under 15 kilos.* 3. *They have Express Mail Service and your EMS mail will be delivered in the shortest*	

	possible time 4. *The money will sent in less than 24 hours.* **Activity 4: Guessing meaning from context.** - Ask Ss to read the text individually, try to guess the meaning of some words (*spacious, courteous, speedy and original*) from the context and do exercise 1 (p.102). - Get them compare their answers with their partners. Answer keys: *The antonym of " spacious" is " cramped".* *The antonym of " courteous" is " rude".* *The antonym of " speedy" is " slow".* *The antonym of " original" is " changed".*	**S** **S↔S**
4. Post-reading 10m	**Speak-it-up** - Give Ss some cues and ask them to make sentences about Thanh Ba post office. - Write the cues on the board. Cue 1: *advanced technology.* S: Thanh Ba post office is equipped with advanced technology. Cue 2: *staff* S: Their staff is well trained, thoughtful and courteous. Cue 3: *mail and parcel service* S: They provide good mail and parcel service. Cue4: *Express money transfer* S1: They will send your money in less than 24 hours. Cue 5: *phone call and faxes* S: They have ordinary telephone call service and messenger call service as well as fax transmission. S2,S3…: repeat Cue 6: *press distribution*	**Ss↔Ss**

	S1: They have newspaper or magazine delivery service. S2,S3…: repeat - Ask some Ss to repeat after each answer - Tell the rest of the class what they know about Thanh Ba post office using the cues on the board. - Encourage Ss by giving them good marks.	
5. Homework **1 m**	**Write-It-Up** - Ask Ss to write about Thanh Ba post office using the cues above or their own words.	

UNIT 9 THE POST OFFICE

SPEAKING

Aim: By the end of the lesson, students will be able to make requests and talk about different postal services.

Teaching aids: poster, textbook, CD player

PROCEDURE

Stages-Timing	**Activities**	**Interactions**
1. Warm-up **7 mins**	**Jumbled words:** - Give out a list of jumbled words (prepared beforehand on a poster). - Give Ss 2 minutes to prepare individually, and then ask them to go to the board to write down the correct words. *1. mali* *2. nomey trerfans* *3. xaf* *4. repss deervyli*	**T↔Ss**

	- Give feedback. Answer keys: 1.mail 2.money transfer 3.fax 4.press delivery - Ask: *What are these? (→postal services)* **Introduce the lesson**: *Today we are going to talk about some postal services.*	
2. Pre-speaking 10 mins	**Listening task** - Give instruction: *A man is at the post office and he's taking a postal service. Listen for the first time and answer the following questions:* *1.What service is the man taking? (→fax transmission)* - Ask Ss to listen again and answer some more questions: *2.What does he want to fax? (→ a document)* *3.What's his fax number? (→ 04.7223898)* *4.How much is this service? (→ 5,000 dongs)* 5. What exactly did the man say to make the request? (Could you help me to send this document to my office by fax?) *- Ask Ss to give answers.* - Give feedback.	**T↔Ss**
3. While-speaking 20mins	**Activity 1: controlled speaking** -Ask Ss to open their books (p.103) and practice the dialogue between the man and the clerk in open pairs, then in closed pairs. **Activity 2: Mapped Dialogue** - Draw on the board two faces and introduce the scene: This is Mr. Minh This is the clerk at a post office. Mr. Minh wants to have a telephone line installed at his home. - Elicit the dialogue from Ss:	**S↔S** **S↔Ss**

Good morning → Good….Can I…..?

I'd ….telephone line Installed …

….address…?

234 Tran Hung Dao st

….When…?

…….one week …

….Friday?

…have… telephone?

…how much…?

…. … fill in the form?

..here you are.

thanks

- Get Ss to practice the dialogue in open pairs, then in closed pairs.

Example dialogue:
B: Good morning.
A: Good morning. Can I help you?
B: Yes. I'd like to have a telephone line installed at home, please.
A: Yes, sir. What's your address, please?
B: 234 Tran Hung Dao street. When will it be installed, please?
A: We'll make it ready one week after registration.
B: Can you make it on Friday?
A: Certainly. Do you have a telephone?
B: Yes. How much is that?
A: It's 200,000 dongs. You can see the rates on the desk. Would you please fill in this form?
B: Yes…. Here you are.
A: Thank you.

Activity 3:
- Ask Ss to work in pairs and make a similar dialogue using one of the two situations given in their books

S↔S

	(p.104). - Go around the class and give help when needed. - Call on some pairs and ask Ss to act out the conversation.	
4. Post-speaking 10 mins	**Role- play** - Ask Ss to think of situations that they themselves need to go to the post office. - Get Ss act out the conversations that may happen there. - Call some pairs to the front of the class to act out the conversation.	**Ss↔Ss**
5. Home-work 1 min	- Ask Ss to find some more expressions to make request.	

UNIT 9 THE POST OFFICE

LISTENING

Aim: By the end of the lesson, students will be able to listen to a monologue about the development of Vietnam's telephone system for details

Teaching aids: textbook, CD player, small boxes (for "lucky boxes game"), handouts

PROCEDURE

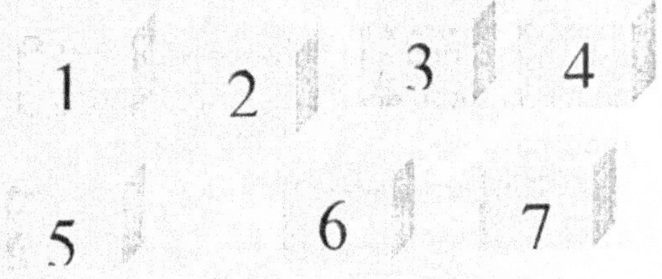
Stages - Timing	Activities	Interaction
1. Warm-up 7 mins	**Guessing game: What is it?** - T gives cues and Ss guess what the thing is by raising Yes/No questions. **Cues:** *1. It was invented in the 1870.* *2. It was invented by Alexander Graham* *3. It Is used to transmit speech in along*	T↔Ss

	distance. **Example exchange:** *T: It was invented in the 1870s.* *Ss: Is it the telegraph?* *T: No, it isn't.* **Chatting:** *1. Is your family on the phone?* *2. What is your phone number?* *3. When did your family have the telephone line installed?* *4. Did many families have it at that time?* *5. How about now?* *6. Does any member of your family have a cell phone?* **Lead in:** *You can see the telephone system has developed quickly in the last few years. Today we are going to listen to a monologue about such a development.*	T↔Ss
2. Pre-listening 13 mins	**Pre-teach vocabulary:** 1. commune (n) (explanation): xã, thôn Explanation: *Country→ Province→ Village→ Ward→?* communal (a): công cộng, chung 2. rural network (n) (explanation+ picture): mạng lưới (điện thoại) nông thôn Explanation: - Show a picture of the countryside and asks Ss where it is. - Ask: *The telephone network in the countryside is called ...? (→ rural network)* 3. capacity (n) (translation): công suất, năng suất 4. subscriber (n) (definition): thuê bao Definition: *What do you call a person who pays a fixed sum of money every*	T↔Ss

<table>
<tr>
<td></td>
<td>
<i>month for the telephone service?</i>
Checking: R.O.R

Prediction (handouts)
- Ask Ss to read through the statements in the Multiple Choice section and predict the answers.
- Ask to compare their prediction with their partners.
- Write Ss' prediction on the Bb

<table>
<tr><th>Statements</th><th>Predict</th><th>Check</th></tr>
<tr><td>1. According to the passage, Vietnam ranks... for growth in telephone numbers.</td><td></td><td></td></tr>
<tr><td>2. Vietnam is among the ...countries in the world that have more than 2 million telephones.</td><td></td><td></td></tr>
<tr><td>3.In 1996, Vietnam began upgrading Its...networks.</td><td></td><td></td></tr>
<tr><td>4.According to the interview, at present, ...% of communes across Vietnam have telephone services.</td><td></td><td></td></tr>
<tr><td>5.Which aspect of development in Vietnam's telecommunications is not mentioned in the listening passage?</td><td></td><td></td></tr>
</table>
</td>
<td>S
S↔S
T↔Ss</td>
</tr>
<tr>
<td>3. While-listening 15 mins</td>
<td>
Activity 1: Checking prediction
- Ask Ss to listen to the monologue and check their prediction.
- Let Ss listen for three times.
- For the first listening, ask Ss to do nothing but listening.
- For the second and third listening, get Ss to take notes and compare their answers with their partners.
- Ask Ss to report the results.
- Give feedback.
</td>
<td>S
S↔S
T↔Ss</td>
</tr>
</table>

	Answer keys: *1. second* *2. 30* *3. fixed telephone* *4. 93* *5. The change of international telephone system* **Activity 2: Comprehension questions** - Run through the questions on page 106 to make sure Ss understand all of them. - Ask Ss to listen to the tape again (once, twice or three times depending on their abilities) and find the answers to the questions given. - Get Ss to compare their answers with their partners. - Tell Ss to ask and answer these questions in open pairs, then in closed pairs. - Give feedback where needed. **Expected answers:** *1. China has the best growth in telephone numbers.* *2. In the early 1990s, there were only 140.000 telephones in Viet Nam.* *3. In 1996, the fixed telephone numbers were changed from six to seven digits in Ha Noi and Ho Chi Minh City as well as five to six digits in other provinces.* *4. In 2001* *5. There are 6.014 communal post offices in Viet Nam.*	S S↔S T↔Ss
4 Post-listening 10 mins	**Game: Lucky boxes**  - Prepare 7 small boxes, in which there are	Ss↔Ss

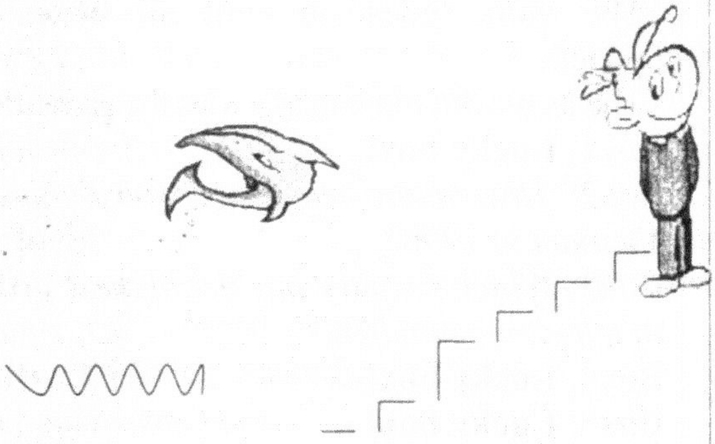
	small pieces of papers with questions on them (these questions are about the content if the listening task (above). Not all boxes have questions. There are some lucky boxes. (Mark these boxes with red pieces of papers inside.) - Get Ss to play this game in 2 teams. - Let Ss choose a box. - Open it and give 5 marks for a correct answer. If Ss choose a lucky box, they get 10 marks and have the right to choose another box. The game goes on until all boxes are opened. The team with more marks wins the game. Box1: **Lucky box!** Box2: *How many telephones were there in Vietnam in* 1996? Box3: *Which country has the highest growth in telephone numbers?* Box4: **Lucky box!** Box5: **Lucky box!** Box6: *How many percent of communes in Vietnam have telephone services?* Box7: *What is the rank of Vietnam for growth in telephone numbers?*	
5. Home-work 1mins	Ask Ss to write the summary of the listening passage using the hints given page 106.	

UNIT 9 THE POST OFFICE
WRITING

Aim: By the end of the lesson, students will be able to write a letter to express satisfaction or dissatisfaction.

Teaching aids: textbook, poster

PROCEDURE

Stages-Timing	Activities	Interactions
1. Warm-up **5 mins**	**Game: Shark attack** (the word to find: **Post office**)  - Draw 10 dashes on the board. - - - - - - - - - - - Give Ss the clue: This is a place. - Ask Ss to guess each letter of the whole word. - Give 1 mark for each correct letter. For each wrong guess, the boy has to move down 1 step. If the boy is at the last step, the shark will attack him. The game goes on till the word is uncovered. Ss will loose if the shark reaches the boy before the word is found. **Lead in:** - *Do you often go to the post office?* - *What do you go to the office for?*	T↔Ss T↔Ss

<table>
<tr>
<td>**2. Pre-writing
9 mins**</td>
<td>
Class discussion
- Set the scene and give out the topic for the discussion:

T: *tell me some services at Thanh Ba post office?*
Ss: *mail and parcel services, phone call, press distribution, etc.*
T: *Now, imagine you have been using some of these services. Tell me what you are satisfied with and what you are dissatisfied with.*
- Act as an instructor and write shortly Ss' ideas on the board.

<table>
<tr><th></th><th>Satisfied</th><th>Dissatisfied</th></tr>
<tr><td>*The opening hours?*</td><td>√</td><td>√ (close too early)</td></tr>
<tr><td>The security condition?</td><td></td><td>√ (no one looks after the motorbikes)</td></tr>
<tr><td>The attitude of the staff?</td><td>√ (polite, thoughtful)</td><td>…</td></tr>
<tr><td>*The prices?*</td><td>…</td><td>…</td></tr>
<tr><td>The punctuality of delivery of letters and newspapers?</td><td>…</td><td>…</td></tr>
<tr><td>The position of the post office?</td><td>…</td><td>…</td></tr>
<tr><td>The quality of the equipment</td><td>…</td><td>…</td></tr>
<tr><td>…</td><td></td><td></td></tr>
</table>
Example board lay-out:

- Clarify the writing task:
The director of Thanh Ba post office invited you to write a letter to him describing the quality of the services.

Revision of writing a letter showing satisfaction or dissatisfaction:
</td>
<td>**T↔Ss**</td>
</tr>
</table>

	- Elicit the outline from Ss. **The letter may have the following points:** ▪ Dear Mr. director. ▪ State the reason for writing (I am writing about the quality of the services your post office offers…) ▪ Say whether you are satisfied or dissatisfied with these services, or both. ▪ List out some evidences to support your idea ▪ (firstly…secondly…thirdly…finally) ▪ Your suggestion ▪ End the letter politely (sincerely yours, yours faithfully, etc.)	**S**
3. While-writing 20 mins	- Ask Ss to write the letter on a sheet of paper. - Go around the class and gives help when needed. Example writing: *Dear Mr. Director,* *I am writing about the quality of the services of your post office.* *I am satisfied with some of your services. However, there is still something that I am dissatisfied with.* Firstly, the post office is closed too early. Sometimes I need to make an emergent phone call after 9 and this service is not available. *Secondly, the prices for sending oversea mails are far too expensive compared with other post offices In the district.* *Finally, there is no one to look after the motorbikes of the customers. Therefore, we are always nervous when leaving the motorbikes outside.* *I would suggest that the post office should open until 10 p.m and that there should be someone to keep an eye on the motorbikes of customers.* *I'm looking forward to hearing from you.* *Yours sincerely,* *Nguyen Thanh Nhan*	

4. Post-writing 10mins	**Peer correction:** - Ask Ss to swap their papers and do the correction. - Collect all the papers and do the correction at home.	
5. Homework 1 min	- Ask Ss to rewrite their letters at home.	

UNIT 9

POST OFFICE

LANGUAGE FOCUS

Aims: By the end of the lesson, the students will be able to:

- distinguish the sounds /sp/, /st/ and /sk/
- use defining and non-defining relative clauses appropriately.

Teaching aids: pictures, handouts.

PROCEDURE

Stages-Timing	**Activities**	**Interactions**
1. Warm-up	- Divide the class into two groups and ask Ss to close their books. - Ask each group to write on the board: + four words containing the sound */sp/* like *speak*. + four words containing the sound */st/* like *street*. + four words containing the sound */sk/* like *ask* or *skim*. - Set the time limited in 2 minutes. - The group who first finishes wins.	**Ss↔Ss**
2. Presentation 1	**Pronunciation** **Activity 1: Listen and Repeat** - Read the words and ask Ss to listen. - Read the words again and ask Ss to repeat. - Call on some Ss to read aloud the words.	**T↔Ss**

	Activity 2: Role-play Drilling - Ask SS to work in pairs to practice reading the dialogue - Call on some pairs to act out the dialogue in front of the class - Make corrections.	**S↔S**
	Game: Who is the quickest? - Divide the class into two groups and ask Ss to close their books. - Read the questions and ask Ss to give the answers. - Each of the quickest and correct answer gets one point. - The group having more points wins the game. 1. *What do you call a person who designs buildings?* 2. *What do you call a person who buys things from a shop?* 3. *What do you call a person who flies a plane?* 4. *What do you call a person that takes photographs?* 5. *What do you call a thing which opens a lock?* 6. *What do you call a thing which opens a bottle?* **Expected answers:** 1. an architect 2. a customer 3. a pilot 4. a photographer 5. a key 6. bottle-opener - Ask Ss to explain the words using the phrases from the box (exercise 1,p. 109) - Have Ss write the answers on the board. - Ask Ss the Vietnamese equivalent of the words. - Check with the class. + a burglar: tên trộm	**Ss↔Ss**

	+ a customer: khách hàng, người mua hàng + a shoplifter: người ăn trộm ở cửa hàng + a coward: người hèn nhát + a tenant: người thuê nhà - Ask Ss to work in pairs to ask and answer the questions based on the nouns and the explanations given. -Example exchange: + A: What do you call a person who designs buildings? + B: An architect **Expected answers:** 1. a burglar is someone who breaks into the house to steal things 2. a customer is someone who buys things from a shop 3. a shoplifter is someone who steals things from a shop 4. a coward is someone who is not brave 5. a tenant is someone who pays rent to live in a house or a flat	**S↔S**
3. Presentation 2	**Grammar** **Defining relative clauses and non-defining relative clauses** (Revision) **Presentation.** **Error recognition** - Divide the class into 2 groups. - Deliver handouts with correct and incorrect relative clauses to Ss. (see appendix) - Read the sentences aloud one by one and get Ss to raise their hands if the sentence is wrong and not to raise their hands if the sentence is correct. * For the wrong sentence, ask Ss to give explanation and correct the mistake. * If all of the group have a correct	**Ss↔Ss**

	answer, they are given 1 point. * Any group having more correct answers will be the winner. - Checking instructions: *1. If the sentence is right, do you raise your hands? (No)* *2. If the sentence is wrong, what do you do? (Raise the hands and correct the mistake.)* - Let Ss start the game. Hand out: **Right or wrong?** 1. The pills I took have no effect at all. 2. Something happened yesterday has been worrying me. 3. None of the people whom I talk to could give me any useful information. 4. There was a bad accident closed the motorway. 5. The man which saved a boy from drowning got an award. 6. They lived in Pens ford, that lies just South of Bristol. 7. They are the generation who's fathers fought in the Viet Nam War. 8. People who live in glass houses shouldn't throw stones. 9. Marian Evans who wrote under the name of George Eliot was a great novelist. 10. We saw many soldiers and tanks which were moving to the front. Expected answers: - Correct sentences: 1, 3, 8 - Incorrect sentences and their corrections: *2. → Something which/ that happened yesterday has been worrying me.* *4. → There was a bad accident*	

	which/that closed the motorway *5. → The man who saved a boy from drowning got an award.* *6. → They lived in Pensford, which lies just South of Bristol.* *7. → They are the generation whose fathers fought in the Viet Nam War.* *9. → Marian Evans, who wrote under the name of George Eliot, was a great novelist.* *10. → We saw many soldiers and tanks that were moving to the front.* **Questions:** *1. What is the positions and functions of "who, whom, which, that and whose"?* *2. Which sentences having defining relative clauses and which ones have non-defining relative clauses?* *(sentence 6, 9 have non-defining relative clauses; the rest have defining relative clauses)* 3. Which relative clause can be omitted without making nonsense of the main information? (non-defining relative clause) *4. What is the position of a non-defining relative pronoun? (after a defining pronoun Ex: Lan, this book, my father,...... and between 2 commas)* *5. Can we omit "whom" or "which" and "that" when they function as objects? (Yes)*	**T↔Ss**

<table>
<tr>
<td></td>
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<table>
<tr>
<td>elative pronouns:
N/Pro who
(Person) (S)
N/Pro whom
(Object) (O)
N/Pro which
(Object) (S, O)
N/Pro that
(Person/Object) (S,O)
N whose + N
(Possessive)</td>
<td>Non-defining relative clause:
- Definite N. non-defining relative clause.
...
↓
(Lan, this book, my father,...)
- Definite N. non-defining relative clause.</td>
</tr>
</table>
Activity 1: Sentence completion (exercise 2, textbook, p.109)
- Get Ss to do exercise 2 individually
- Ask them to find a partner to check their answers with
- Go over the answers with the class
Keys: 1. who 2. whose 3. whom 4. whose 5. whom
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	Activity 2: The use of commas with relative clauses - Ask Ss to do the following exercise individually. *Decide if there are any commas missing from these sentences. If the sentence is correct, put a tick (√) after it. If there are commas missing, put them in.* Ex: - Students who get below-average exam results do not have the best prospects. √ - Only about 70 people live on Lundy Island which lies off the coast of Devon. 1. *I'm having a visit from my favorite aunt who lies in London.* 2. *This is the room that we've just decorated.* 3. *The people who invested in the company have all lost their money.* 4. *The match will be played at Lord's which is the home of English cricket.* 5. *Accidents that happen at night usually involve fewer people.* 6. *Marian Evans who wrote under the name of George Eliot was a great novelist.* 7. *The new college which cost £ 80 million to build open this week.* 8. *People who live in glass houses shouldn't throw stones.*	**S**
	- Ask Ss to compare their answers with their partners - Go over the answers with the Ss **Expected answers:** 1. *I'm having a visit from my favorite aunt, who lives in London.* 2. √ 3. √	**S↔S** **T↔Ss**

	4. The match will be played at Lord's, which is the home of English cricket. *5.* √ *6. Marian Evans, who wrote under the name of George Eliot, was a great novelist.* *7. The new college, which cost £ 80 million to build, opens this week.* *8.* √	S
	Activity 3: Sentence combination (handouts) -Tell Ss to do the following exercises individually *1. I was sitting in a chair. It suddenly collapsed.* *2. Mary and Margaret are twins. You met them yesterday.* *3. The student is from China. He sits next to me.* *4. The professor is excellent. I'm taking his course.* *5. I saw a lot of people and horses. They went to market.* *6. This doctor is famous. You visited him yesterday.* *7. Shakespeare was born at Stratford on Avon. He is the world's greatest dramatist and poet.* - Call on 7 Ss to write their answers on the board. - Give corrections if necessary. **Expected answers:** *1. I was sitting in a chair which suddenly collapsed.* *2. Mary and Margaret, whom you met them yesterday, are twins.* *3. The student who sits next to me is from China.* *4. The professor whose course I'm taking is excellent.*	T↔Ss

	5. *I saw a lot of people and* ***horses*** *that went to market.* 6. *This doctor, whom you* ***visit*** *yesterday, is famous.* 7. *Shakespeare, who is the* ***world's*** *greatest dramatist and poet,* ***was*** *born at Stratford on Avon.*	
4. Homework	Ask Ss to do exercise 3 and 4(textbook, p.109,110)	

UNIT 10: NATURE IN DANGER
READING

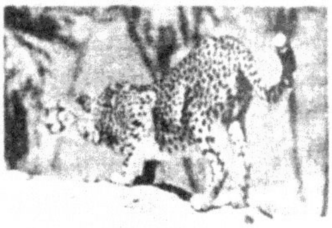
Aims: By the end of the lesson, Ss will be able to:

- understand the passage.
- identify the main idea.
- guess the meaning in context.
- express their own ideas about nature in danger and the endangered animals.

Teaching aids: Pictures, poster, CD, CD player.

PROCEDURE

Stages / Timing	Activities	Interactions
1-Warm-up: 5mins	**Game: Kim's game:** - Ss are going to work in two groups. (books closed) - Show some pictures of wild animals in front of the class in 30 seconds, then put them away. Ask Ss to write down the names of the animals. - The group that shows the right answers the most quickly will win the game. - Check Ss' understanding of instructions. - Show the pictures again to check Ss' answers. Teacher declares the winner. 	T→Ss

	  Answer Key: 1. Polar bear 2. elephant 3. panda 4. lion 5. cheetah 6. tiger	
	Lead-in: Ask Ss: - *Where do these wild animals live?* Expected answer: in the jungle. - *Have the numbers of these wild animals become larger?* Expected answer: They have become smaller. - *Why have they become smaller?* - *What makes them become smaller?*	T ↔Ss
	Ss work in pairs to discuss the answers. Let Ss say them out. Note down Ss' ideas. *To answer the questions, today we are going to learn unit ten- lesson 1.*	Ss↔ Ss
2- Pre- reading: **10mins**	**Pre –teaching Vocabulary:** 1- pollutant (n): vật làm ô nhiễm (example) Eliciting question: What do you call something like: chemical waste, exhaust fumes, smoke from factories…?	T↔Ss

	2- decrease(v): giảm xuống (antonym) Eliciting question: What is the opposite word of *increase*? 3 - extinct (adj.) tuyệt chủng (definition) Eliciting question: Find a word that means *no longer in existence*. 3- interference (n) sự can thiệp (translation) Eliciting question: How do you say *sự can thiệp* in English? 4- endangered (adj.) có nguy cơ tuyệt chủng (definition) Eliciting question: What is another word for *in danger of disappearing*? - Elicit the new words by asking questions, using the techniques suggested above. - Ask Ss to give the Vietnamese equivalent (if necessary).	T ↔Ss
	Checking: Gap-fill - Use task 1 (page 116) to check Ss' understanding of the new words. - Ask Ss to compare their answers. Answer Key: 1- extinct 2- protect 3- decrease 4- pollutants 5- endangered 6- interferences	Ss ↔Ss
3. While Reading: 20mins	***Activity 1: Main idea** - Ask Ss to read the text silently then work in pairs to find the main idea of each paragraph. - Move around to help Ss. - Go over the answer with the class. Answer Key: 1. C 2. B 3. A 4. C	S ↔ S
	***Activity 2: Matching** - Copy the words on the board or prepare a poster beforehand then hang on the BB. - Ask Ss to work in pairs and match a word in A with a word or a phrase in B to find out the meaning of the words in A.	T ↔Ss

- Teacher moves around class to help Ss.

A	B
1- species(n)	a. ban
2- consequences(n)	b. collect
3- influence(n)	c. kind
4- prohibit(v)	d. result
5- raise(v)	e. effect
6- off-spring(n)	f. the young of an animal

S ↔ S

Feedback:

Ask Ss to come to the board and match their answer.

Answer key:

1- c 2-d 3- e 4- a 5- b 6- f

***Activity 3: Questions and answers**

- Ask Ss to read the text again then work in groups of four or five to ask and answer the questions in task 3 page 117.
- Go over the answer with the class. T ↔Ss

Suggested answers:

1. The four ways that human beings are changing the world are:

- They are changing the environment by building cities and villages.
- They are affecting the water supply by using water for industry and agriculture.
- They are changing weather conditions by cutting down trees in the forests. Ss ↔Ss
- They are destroying the air by adding pollutants like smoke from factories and fumes from automobiles motors.

2. The serious consequences of people`s interference with the environment are:

- many kinds of rare animals are killed.
- the environment where these animals are living is badly destroyed.

3. Many efforts have been done to protect endangered nature, such as:

- Many organizations have been set up and

	funds have been raised. - Thousands of national parks have been established to protect endangered animals. - Laws have been introduced to prohibit the killing of endangered animals.	Ss ↔Ss
4. Post-reading: 9mins	**Reporting the video:** Let Ss work in two teams. Tell them they are going to watch a video of the song "*The Earth Song*" by Michael Jackson. Ask Ss to try to remember the events happening in the scenes of the video then talk about them when the video finishes. **Feedback:** Ask Ss: How many events from the video can you remember? Each group takes turns saying them out. The group which has more ideas will win the game.	Ss ↔Ss
5. Home-work: 1min	- Learn the new words by heart. - Prepare the next part.	Ss ← Ss

UNIT 10: NATURE IN DANGER

SPEAKING

Aims: By the end of the lesson, SS will be able to:

- talk about endangered nature.
- express their own ideas about measures for protecting endangered nature.

Teaching aids: poster, markers...

PROCEDURE

Stages / Timing	Activities	Interacti - ons
1 -Warm-up: 5mins	**Game: Hot seat** - Divide the class into two groups. - One person from each group comes to the front of the class, facing their back to the board. Teacher writes word by word on the board. The rest Ss of the group explain the word without saying the exact word on the board. The group that can say out the right word first will win the game. List of words: environment, industry, pollutants, cutting trees, building cities. - Declare the winner. **Lead-in:** - Have Ss look at the list of words on the board. - Ask Ss:*From the words given above, who can guess the topic we are going to discuss today ?* - To focus on this topic, we are going to study the lesson:	T→ Ss T↔ Ss

2 –Pre-speaking: 10mins	**NATURE IN DANGER** **Pre teaching Vocabulary:** 1- cultivation(n): sự cầy cấy, sự trồng trọt (definition) Eliciting question: Which word describes the preparation and use of land for growing plants or crops? 2- to discharge: thải ra (synonym) Eliciting question: What is the other word of *to release?* 3- to discourage(v) thuyết phục ai không làm gì (antonym) Eliciting question: What is the opposite word of *to encourage?* 4- to capture(v): bắt giam (short definition) Eliciting question: A verb means to catch a person or an animal and keep them as a prisoner.	T↔ Ss↔S T↔ Ss
3-While - speaking: 15mins	- Elicit the new words by asking questions, using the techniques suggested above. -Ask Ss to give the Vietnamese equivalent (if necessary) **Checking Vocabulary:** Slap the board ***Activity 1: Brainstorming (books closed)** - Let Ss say out their ideas about some reasons why nature is threatened in their group first. - Call on some Ss to say out their answers. -Teacher notes down Ss' ideas on the board. Ask Ss: *What do you think is the most important reason?* Suggested ideas: *In my opinion, the most important thing is…*	Ss ↔ Ss

	Key: No fixed answers (The answers will depend on their own ideas because the aim of this activity is only to encourage Ss to speak as much as possible.)	
	***Activity 2: Matching** - Hang on a chart with possible measures for protecting endangered nature which are prepared beforehand on each slice. Example: Killing endangered animals for fur, skin and food should be banned. Planting trees should be encouraged. … - Ask Ss to work in groups and in turn come to the board, matching the reasons in activity1 with possible measures for protecting endangered nature. - Teacher checks the matching if they are suitable. Answer Key: There can be more measures for one reason. Example: **Reason:** Killing endangered animal for fur, skin and food. **Measures:** **1** - Killing endangered animal for fur, skin and food should be banned. 2- All kinds of animals and plants should be protected. In pairs, one student says the reason, one says the suitable measures. Ask Ss to look at their partner when they speak. **Feedback**: - Call on some pairs to say them out.	Ss↔ Ss

4- Post-speaking: 10mins	* **Activity 3: Making conversations** - Teacher asks Ss to make a conversation, using the passive voice of should to combine the ideas in activity 1 with activity 2. **Sample conversation**: S1: Do you know these days people are cutting down a lot of trees in the forests for wood? S2: Yes, I do/ Oh, really? I think laws **should be introduced** to stop people from cutting trees for wood. S1: You're right. And planting trees **should be encouraged.** S2: Yeah… - Model the conversation with a good student. - Have two students do the same, looking at their partner when they speak. - Ask Ss to work in pairs simultaneously. - Move around to give help. - Feedback: Call on some pairs to the front of the class to act out their conversations if there is time. **Exhibition:** - Divide the class into 4 groups. - Deliver 4 big pieces of paper and some markers, color pencils to each group. -Ask Ss to make a poster which aims at appealing to everybody for not destroying nature and trying to look after our environment more carefully. **Feedback:** - Have Ss stick their posters on the board, one representative of each group will present their group' s ideas. - Teacher and Ss give comments and choose the best –designed poster and the best presentation to praise.	T↔S S↔S S ↔S T ↔Ss ↔ Ss T→Ss

5- Homework:	- Search the internet to find out some more information about endangered animals. - Prepare the next part.	

UNIT 10: NATURE IN DANGER

LISTENING

Aims: By the end of the lesson, SS will be able to:
- listen and understand the general ideas.
- pick up the specific ideas.

Teaching aids: Pictures, hand outs.

PROCEDURE

Stages / Timing	**Activities**	**Interactions**
1 –Warm-up: 5 mins	**Game: Guessing word** - Divide the class into two groups. - Tell Ss: *I have two words. The first word consists of 8 letters. The second word consists of 4 letters. I'll give you some hints. If you can guess the word at the first hint, you'll get 10 sweets. If you guess it at the second hint, you'll have 5 sweets and at the third – only one sweet.* _ _ _ _ _ _ _ _ _ _ _ _ 1 2 3 4 5 6 7 8 1 2 3 4 1- It is a place where many visitors who are interested in nature like to visit. 2- It is a place where there are a lot of forests, caves, rivers, plants, wild animals… 3-It is known as Cuc Phuong, Cac Ba… Key: NATIONAL PARK Declare the winner.	T→Ss

2- Pre-listening: 15 mins	**Lead-in:** *What national parks in Vietnam and in the world do you know?* Expected answer: Ba Be National Park, Bach Ma National Park… *Why have many national parks in the world been founded?* *Can you tell me some danger these national parks can face with?* - Note down Ss' ideas on the board. *To know the answer, today you're going to listen to a text about national parks in the United States.* **UNIT 10: NATURE IN DANGER** **Pre teaching Vocabulary:** 1- scenic features(n): (translation) Eliciting question: How do you say *đặt trưng về thiên nhiên xinh đẹp* in English? 2- devastating (adj) tàn phá (definition) Eliciting question: An adjective that means *causing a lot of damage.* 3- approximately (adv) xấp xỉ (synonym) Eliciting question: another word of *nearly or about.* 4- vehicles (n): xe cộ (example) Eliciting question: something like cars, bicycles, lorries, buses… 5- maintenance (n) sự duy trì Eliciting question: Find a word that means *keeping something in good condition.* **Checking Vocabulary:** ROR *Here are some statements about national parks in the United States. Read and guess if they are true or false.* - Copy the True- false Statement Predictions (Task 1 page 119) on the	T ↔Ss Ss ↔ Ss T→Ss→S

<table>
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board and draw the table.
- Ask Ss to guess if the sentences are true or false then note down Ss' predictions on the table.
<table>
<tr><th></th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr>
<tr><td>Predict</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Correct</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td>
<td>S ↔S</td>
</tr>
<tr>
<td>3- While - listening: 12 mins</td>
<td>
*Activity 1: True or False Statements:
- Have Ss listen to the text twice and check their predictions.
- Ask Ss to compare their answers then call them out. If it is false, say why.
Key: 1- National parks protect and preserve the natural beauty of the land. T
2- They usually contain a variety of scenic features. T
3- All national parks are in danger of being destroyed.
→F. Many national parks, not all national parks.
4- Large areas of national parks can be destroyed by fire. T
5- Visitors do not help to preserve and protect national parks. T

* Activity 2: Multiple Choice
- Prepare the multiple choice beforehand for Ss to choose. (see the Appendix)
- Deliver the handouts.
- Ask Ss to read the questions and guess the answers before listening.
- Play the recording. Have Ss listen and choose the correct answers.
- Compare their answers together.
- Check the answer key:
</td>
<td>S ↔S

S ↔S</td>
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	1- b 2- c 3- d 4- c - Ask Ss to work in pairs, using the questions in task 2.	
4- Post-listening: **12 mins**	**Discussion:** - Ask Ss to work in groups of 5 to discuss these questions. A secretary from each group will note down Ss' ideas. *Have you ever visited a national park in our country? or Have you ever seen a national park in Vietnam on TV?* *- What is there in the National park?* *- Does it have the same problems as the other national parks?* *What should we do to protect our national parks and What shouldn't we do to destroy them?* **Feedback:** One representative of each group comes to the front of the class and presents their ideas. - Ask other Ss to share ideas. Give comments on each group.	T→Ss Ss ↔Ss
5- Homework **1 min**	- Based on the information in task 1 and task 2, Ss write a summary of the text.	

APPENDIX 3: Unit 10 – Listening – Task 2

Task 2: Multiple Choice:

1- How many national parks are there in the United States?

a. 50 b. 52 c. 53 d. 55

2- How many people visit national parks every year?

a. five thousand b. three thousand

b. millions of visitors d. billions of visitors

3- Can you name some of the problems which national parks are currently facing?

a. Rare animals are killed or hunted for fur, skin or other parts.

b. Trees are cut down for wood.

c. Devastating fires are caused by careless people.

d. All are correct.

4- What should be done to protect national parks?

a. Increase the number of visitors to earn more money for the parks.

b. These problems should be solved gradually.

c. Money should be raised for the park's staff and maintenance of their resources.

d. If there is not enough money, some national parks should be destroyed.

UNIT 10: NATURE IN DANGER

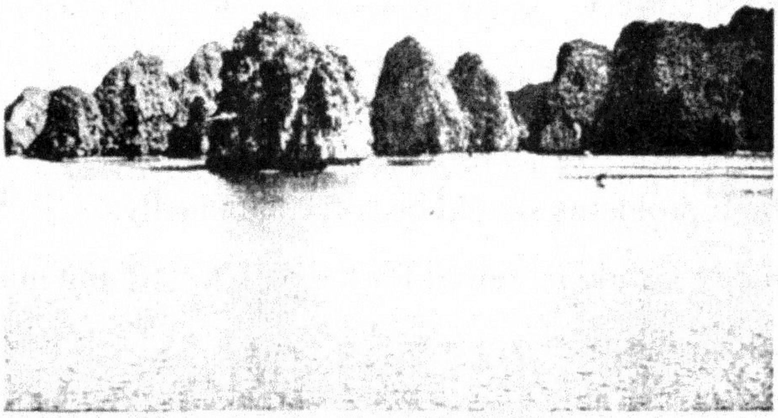
WRITING

Aims: By the end of the lesson, SS will be able to:

- understand the information about Cat Ba National park.
- write a description of a location

Teaching aids: hand outs, pictures.

PROCEDURE

Stages / Timing	**Activities**	**Interactions**
1- Warm-up: **5mins**	**Game: Guessing game**  *Cat Ba National Park* Show the back of a picture of a National Park to the Ss. Teacher gives some information about the picture. - Ask Ss to guess what the national park is. - It has a lot of tropical forests, beautiful landscapes, rare animals. - It is in the North –East of Vietnam. - It is on an island 20km east of Hai Phong. Expected answer: It is Cat Ba National Park.	**T→ Ss** **T→ Ss**

	Lead in: Have you ever been to Cat Ba? If Ss say *yes*, ask Ss: When did you go? What is Cat Ba like? If Ss say *No*: Would you like to know some information about Cat Ba? *Today I would like to introduce to you some more information about Cat Ba national park.*	
2- Pre-writing: 12mins	**Unit 10: NATURE IN DANGER** **Pre teaching Vocabulary:** 1- coastal waters(n): vùng nước ven biển (drawing) 2- abundant:(adj) = plentiful, more than enough: nhiều, phong phú. (synonym) e.g: Vietnam has a lot of abundant natural resources. 3- Ha= hectare 4- stone tool (n): (picture) đồ đá 5- human bone (n) (picture) **Checking Vocabulary:** What and where Write 5 words in 5 circles on the board, ask Ss to repeat and then erase word by word. Ss try to remember what and where each word is then write them again on their correct positions. **Questions and answers:** Pair work - Ask Ss to work in pairs, taking turns asking answer about Cat Ba National Park, using the information in the text book. 1- Where is Cat Ba National park?- - Where is it located? - What are the special features of Cat Ba National Park? - How large is it? - What do you know about the animals and plants in Cat Ba National Park?	**T↔ Ss↔ S** **Ss ↔Ss** **S ↔S**

	- What are some of the historic features of the Park? Teacher moves around to give help or do correction. Elicit from Ss what they would include in a description of a location: * **Outlining:** 1- Location 2- Total area 3- Special features 4- Animals and plants 5- Historic features * **Useful language:** Use simple present.	T→ Ss
3- While -writing: 15mins	**Writing a description of a location** - Ask Ss to write a short description of Cat Ba National Park, using the following prompts: Cat Ba National Park/ situated / Cat Ba island. 120 km/ Ha Noi/ 20km east/ Hai Phong. Cat Ba / the only site / Vietnam/ endowed / tropical forests/ coastal waters with white sand beaches/ ,/ abundant natural resources/, /landscapes/ rare animals/ plants./ It / cover / 15,200ha. Cat Ba / preserve/ 300species of fish / 40 kinds of animals/ 40 kinds of animals/ 150 birds/ 620 plants. Stone tools/ human bones/ found / island's limestone cave/ reveal / people / inhabit / 6,000 years ago. (Teachers can use the writing in the teacher's book on page 103 as a sample.) - Go round to give help. Feedback: Peer Correction - When Ss have finished, ask them to exchange their writings and give corrections.	**S** **Ss↔Ss** **S**

4- Post – writing: 12mins	**Group writing:** Divide the class into four teams. Give each team a large piece of paper and a marker. Each team chooses one of the two national parks, using the information below to write a description of Ba Be National Park or Cuc Phuong National Park. **Feedback:** Ask Ss to hang them on the board. Teacher gives comments and correction if necessary.	**Ss ↔Ss**
5- Homework 1min	Write the description of one of the two national parks into their notebooks. APPENDIX **Ba Be National Park** Basic Facts: Location: Bac Kan Province, Northeast Vietnam Distance from Hanoi: about 250 km,6-7 hours drive Year established 1977, as a national park in 1992 Area: 10,048 ha Lake area: 500 ha Typical habitats: Freshwater lake, limestone forest, and lowland evergreen forest	

Cuc Phuong National Park

Basic Facts:

Location: Ninh Binh Province, North of Vietnam

Distance from Hanoi: about 100 km South of Hanoi

Year established as a national park in 1962,the first National Park in Vietnam.

Area: 25,000 hectares, the country's largest nature reserve.

Typical habitats: limestone mountain, numerous caves, valleys

Animals and plants: 97 species of mammals;300 species of birds...; a number of species are listed in Vietnam Red Book of endangered species.

UNIT 10: NATURE IN DANGER

LANGUAGE FOCUS

Aims: By the end of the lesson, Ss will be able to:

- distinguish the difference between the consonant clusters /sl/, /sm/, /sn/, / sw/.
- understand the use of Relative Pronouns with prepositions.
- write the sentences with relative pronouns with prepositions.

Teaching aids: Flipchart, pictures

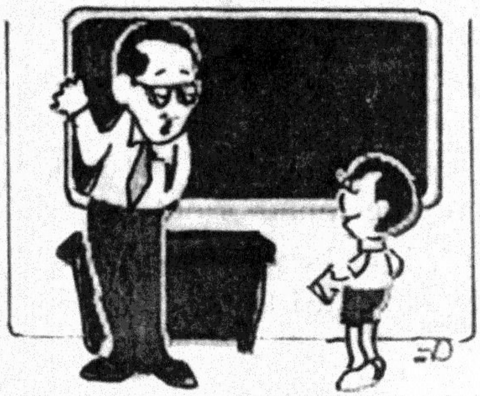
PROCEDURE

Stages / Timing	**Activities**	**Interactions**
1-Warm-up: 5mins	**Game: Finding words** - Divide the class into two groups A and B and ask Ss to close their books. - Write the phonemic sounds /sl/ /sm/ /sn/ /sw/ on the board. - Ask Ss in each group to write on the board as many words containing these sounds as possible. Example: sl/ like *sleep,* sm/ like *small,* sn/ like *snack.*, /sw/ like *swim.* - Set the time limited in two minutes. - The group with more correct words wins the game. Feedback: Teacher checks the words if they contain the sound or not. **Lead- in:** Ask Ss to pronounce the words they have just found.	T→Ss Ss ↔Ss

<table>
<tr>
<td>**2-Presentation 1:**

10mins</td>
<td>**Pronunciation:**
- Hang on a flipchart of the sounds on the board. and introduce the sounds to the Ss. Teacher reads the sounds three times.
<table>
<tr><th>/sl/</th><th>/sm/</th><th>sn/</th><th>/sw/</th></tr>
<tr><td>slave
slim
slice
slow</td><td>smart
smell
smoke
smile</td><td>sneeze
snookers
snow
snap</td><td>swing
switch
swear
swallow</td></tr>
</table>
Repetition:
- Ask the whole class to repeat the sounds after the teacher.
- Ask some Ss to repeat the words. The others listen and give remarks if they are pronounced correctly.
- Move around to give help.</td>
<td>T→Ss→ S

Ss ↔Ss</td>
</tr>
<tr>
<td>**3-Presentation 2:**
9mins</td>
<td>**2- Practice reading aloud the sentences.**
- Practice reading aloud the dialogue.
- Ask Ss to make 5 new sentences which contain as many sounds above as possible.
- The group that can write more sounds will win the game.

GRAMMAR
Relative Pronouns with prepositions
Show this picture on the board. Point to the boy and tell Ss: This is Tom. This man is his teacher.
</td>
<td>T↔Ss↔ S</td>
</tr>
</table>

Then ask Ss:

-Who is Tom talking to? – He is talking to the teacher.

Write on the board:

The man is Tom's teacher. Tom is talking to him.

- Ask Ss: Who can combine these two sentences into one?

→ The man to whom Tom is talking is his teacher.

- Write some other examples on the board:

e.g: I'll introduce you to **the man**. I share a flat **with him**.

This is **the magazine**. I talked about **it** yesterday.

- Ask Ss to combine the sentences into one.

- Copy these sentences on the board.

a- Formal:

* The man **to whom** Tom is talking is his teacher.

* I'll introduce you to the man **with whom** I share a flat.

*This is the magazine **about which** I talked yesterday.

b- Informal:

* The man **whom/who / that** Tom is talking **to** is his teacher.

* I'll introduce you to the man **whom/ who/ that** I share a flat **with**.

* This is the magazine **about which / that I** talked yesterday.

-Elicit the use of relative pronouns with prepositions from Ss.

Notes:

- A relative pronoun can be the object of a preposition.

- **In formal English** we can put the preposition before *whom* or *which*. We cannot leave out *whom* or *which* here,

	and we cannot use *who* or *that*. - **In informal English** the preposition can come after the verb or the object of the verb. We can also leave out the relative pronoun. (Whom is formal and rather old-fashioned. In everyday speech we often use who)	T↔Ss↔S
4-Practice: 19mins	**Checking:** - Check if Ss are sure of the use of Relative Pronouns with prepositions. * **Exercise 1:** - Ask Ss to work in pairs to do exercise 1. - Give enough time for Ss to do it. - Move around to help if necessary. Feedback: -call on Ss to read the sentences aloud. Others listen and give comments. Key: 1. whom 2. which 3. whom 4. who 5. that 6. whom 7. Which	S
	* **Exercise 2:** Copy the example on the board, explain how to the exercise and make a model. Example: a- She is the woman. I told you about her. →She is the woman about whom I told you. b- The song was interesting. We listen to it last night. → The song to which we listened last night was interesting. - Ask Ss to do exercise 2 individually. - Move around to help if necessary. - Ss compare their answers together. Feedback: -Call on Ss to read the sentence aloud.	Ss↔Ss

	Others listen and give comments. Key: 1. The man to whom I talked yesterday was very kind. 2. The man about whom I told you works in the hospital. 3. The woman about whom I am telling you teaches me English. 4. The movie about which they are talking is fantastic. 5. The picture at which she was looking was beautiful. 6. I'll give you the address to which you should write. * **Exercise 3:** Ask Ss to complete the sentences, using who, whom, which, that. **Key:** 1. That 2. Which 3. Who 4. Whom 5. Which/ that 6. Which 7. Who 8. whom Feedback: - Ask Ss to say out their answers. - give correction if necessary. - Exercise 3 can be used as homework if there isn't enough time in class.	T→Ss
5-Homework: 1min	- Make 5 true sentences about things around Ss, using relative pronouns with prepositions.	

UNIT 11: SOURCES OF ENERGY

READING

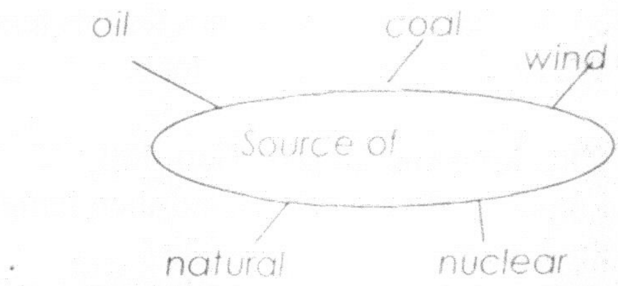
Aims: By the end of the lesson, SS will be able to:

- understand the passage.
- identify the main idea.
- guess the meaning in context.
- express their own ideas about sources of energy.

Teaching aids: Pictures, hand outs.

PROCEDURE

Stages / Timing	**Activities**	Interactions
1- Warm-up: 5mins	**Game: Word Grid** - Prepare a poster of a word grid with 6 rows. (See Appendix) - Ask Ss to work in two groups and take turns to choose a numbered row. Teacher gives the hints. - If Ss guess the word correctly, they'll get one mark. If not, another group can give the answer and score the point. - The group that has more points will win the game. - Check Ss' understanding of the instruction. - Ss find out the vertical word. **Key:** ENERGY -Declare the winner. **Lead- in**: Discussion: - *What sources of energy do you know?*	T→Ss Ss ↔Ss

	 *Expected answer:*		
2 -Pre- reading: 10mins	- Look at the pictures of the sources of energy on page 124 and name them. *Expected answer:* The sources of energy in the pictures are: wind turbine →wind power, solar panel→ solar energy, dam → water power (hydroelectric power). **Pre- questions:** 1 - What is our major source of energy? 1- Is this major source limited? Why? 2- How many sources of energy are mentioned in the text? 3- Which one do you think is the alternative source of energy? *-To know the answers to the questions, we'll study* Unit 11: **SOURCES OF ENERGY** Pre teaching vocabulary: 1- alternative (adj): that can be used instead of something else: thay thế.(definition) 2- reserve(n): supply of something that is available to be used in the future or when it is needed: sự dự trữ (explanation) 3- to exhaust (v): to run out of, to weaken, to empty: làm kiệt quệ, (synonym)→exhausted 4- released (adj): be free: thải, phóng thích (synonym)	Ss ↔Ss T↔ Ss↔ S	

	5- limited (adj) (situation) eg: We have only 45 minutes for this lesson. We have ……………time for it. **Checking vocabulary**: Gap- Fill: Prepare a poster beforehand then hang on the board. Ask Ss to work in pairs and fill in each blank with a suitable word from the vocabulary. **Gap- fill:** 1-Six hundred balloons were …………at the ceremony. 2-We are looking for …………....methods of making it. 3-Fuel supply are nearly ………………………… 4-The food in the restaurant is cheap but the rather …………… 5- Our company doesn't have a great ………..of capital. Key: 1-released 2- alternative 3- exhausted 4- limited 5- reserve	T →Ss
3-While-reading: 15mins	***Activity1: Answer the Pre questions** Ask Ss to read the text silently and answer the pre-questions with a partner. 1- What is our major source of energy? Our major source of energy is fossil fuels (oil, coal, natural gas). 2- Is this major source limited? Why? Yes, it is limited. Because our demand is increasing very quickly and fossil fuels will be exhausted within a relative short time. 3-How many sources of energy are mentioned in the text? - The sources of energy mentioned in the text are: Fossil fuels, nuclear energy, geothermal heat, solar energy, wind power,	S S ↔S

water power.

4- Which one do you think is the most potential energy of all the alternative sources of energy?

-I think solar energy is the most potential energy of all the alternative sources of energy.

***Activity 2: Table Completion**

- Divide the class into5 groups.
- Copy the table below on the board.
- Ask Ss to scan the passage to find out the advantages and disadvantages of each alternative source.
- Move around to give help.

Feedback: each group chooses one source of energy and writes down its advantages and disadvantages.

Ss ↔Ss

For example: Group A writes the advantages and disadvantages of nuclear energy.

Answer key:

Sources of energy	**Advantages**	**Disadvantages**
Nuclear energy	unlimited	Very dangerous
Geothermal heat	available	Possible
Solar energy	Not only plentiful and infinite but also clean and safe.	Possible in the day time
Wind power	Clean and unlimited	No wind → no wind energy
Water power	Clean and unlimited	Expensive

Ss ↔Ss

4-Post-Reading: 9mins	**Discussion:** *Which of these alternative energy sources is the most feasible in Vietnam? Say why?* -Ask Ss to work in groups and take notes their group`s ideas. -Mix the group to share ideas. -Ask a representative of each group to come to the front of the class and present their group`s ideas. -Give comments on their ideas.	
5-Homework 1min	Revise the reading lesson and prepare the next part.	

APPENDIX

	1	2	3	4	5	6	7	8	9	10	11	12	13
1													
2													
3													
4													
5													
6													

	1	2	3	4	5	6	7	8	9	10	11	12	13
1							N	U	C	L	E	A	R
2									W	I	N	D	
3									F	U	E	L	S
4							W	A	T	E	R		
5											G	A	S
6	E	L	E	C	T	R	I	C	I	T	Y		

CUES:

1- In modern world, this kind of weapon is often used in wars.

2- It makes trees swing and we feel comfortable if we have it on hot summer days.

3- Something like oil, gas, coal…

4- It covers two- thirds of the earth.

5- Nowadays people like to use it to cook.

6- We cannot have light if it goes out.

UNIT 11: SOURCES OF ENERGY

SPEAKING

Aims: By the end of the lesson, SS will be able to:

- talk about advantages and disadvantages of energy sources.
- express their own ideas about alternative source of energy.

Teaching aids: Pictures.

PROCEDURE

Stages /Timing	Activities	Interactions
1- Warm-up and Lead-in: 5mins	**Game: Right or wrong chair** - Ask Ss to work in two groups. Five people from each group stand in two lines. - Put two chairs in front of the class. Stick the word: **limited** or **unlimited** on each chair. T says out some sources of energy randomly.(**Oil, wind power, natural gas, nuclear power, solar energy, coal, water power)** - Ask Ss to listen and decide which energy is limited and which is unlimited. - Ss takes turns running to the right chair and sit down. - The group that scores more points will win the game. Check Ss' understanding of the instruction. Key: **Limited** **Unlimited** Oil wind power Coal natural gas nuclear power solar energy water power	Ss ↔Ss
	Lead- in: -Who can tell me again about the advantages	T↔Ss

2- Pre-speaking: 10mins	and disadvantages of these sources of energy? - Call on some Ss to answer the questions. Teacher says: -Today, we are going to talk some more about the advantages and disadvantages of the sources of energy. Let's begin our lesson: Unit 11: **SOURCES OF ENERGY** **Pre –Teaching Vocabulary**(books closed) - Renewable: (adj) that is replaced naturally ≠ nonrenewable. (explaination) - Reactor (n) lò phản ứng (translation) - Radiation (n) phóng xạ (example) - Hydro electricity /ˌhaidrouilek'trisiti/(n): using the power of water to produce electricity. (picture) * Checking vocabulary: ROR **1-Activity1:** In pairs, Ss decide which statement is about the advantage (A) and which is about the disadvantage (D) of various sources of energy. (Task1-page127) Feedback: Teacher writes the words: Advantages and disadvantages on the board. Ask 7 Ss from each group to make two lines. Teacher reads a statement randomly aloud. Ss run to the board to slap on the word they choose. Key: 1- D 2- D 3- D 4- A 6- D 6- A 7- D **2-Activity 2: Introducing the Dialogue** (books closed) Hang a flipchart of an open dialogue on the board.	T→ Ss→ S S↔S

	A: I think/ believe that ……1……….can be an alternative source of energy. B: Why do you think / believe so? A: Because our major source of energy is……2…… while the wind is……3…. and ………4……. B: I know it is also …5………..to the environment. However, it is not …6………..when there is no wind. Ask Ss to guess the missing words. Work in pairs to fill in the gaps with the words in the box below: available abundant clean and safe wind power running out unlimited wind Key:1-wind power 2- running out 3- abundant 4- unlimited 5- clean and safe 6- available Elicit the language from Ss **3-Useful language:** - Expressing ideas - I think… - I believe… - In my opinion… - Personally… - I don`t think…	S ↔ S
3-While-speaking: 18mins	***Activity 1: Repetition** -Have Ss repeat the dialogue after the teacher. - Model the conversation with one student. - Have Ss role play the conversation in pairs simultaneously. - Call some pairs to the front of the class to act out the conversation.	T→ Ss→S

	***Activity 2: Substitution** Ask Ss to work in pairs to substitute the underlined words with suitable words or the words suggested in the *Useful language* (task 2 on page 128) to make new conversations. A: I think/ believe that wind power can be an alternative source of energy. B: Why do you think / believe so? A: Because our major source of energy is running out while the wind is abundant and unlimited. B: I know it is also clean and safe to the environment. However, it is not available when there is no wind. **Feedback:** Have Ss act out their new conversations in front of the class. Give comments.	S ↔ S
	Activity 3: Ask Ss to work in groups of four or five to express their belief on the increasing use of alternative sources in the future, using the ideas in task 1 and 2. For example: A: I believe that the use of solar energy should be the alternative source of energy in our country. B: I agree with you. It is the most feasible way to have solar energy in our country because Vietnam is a tropical country. …	Ss ↔ Ss
4-Post-speaking: 12mins	**Group discussion** Work in group of five to make a list of things the family should do to save energy. Share ideas with the others by changing groups. Feedback: Each group suggests the way their family often do to save energy. Suggested ideas:	Ss ↔Ss

	-Try to reduce the amount of water bill or electricity bill by cutting power such as lights , conditioner, when unnecessary. - Do not cook with electricity. - Make sure there are no cracks in the pipes…	
5- Homework: 1min	Write a composition to talk about the alternative source of energy that you think is the most feasible one for our country. Prepare the next part.	

UNIT 11: SOURCES OF ENERGY

LISTENING

Aims: By the end of the lesson, SS will be able to:
- listen to specific information.
- express their own ideas about how to protect environment.

Teaching aids: paper, markers

PROCEDURE

Stages/ Timing	**Activities**	**Interactions**
1-Warm-up 5mins	**Game: Pictionary** -Ask Ss to work in four groups. - Prepare some pieces of paper on which there is one word: **ocean / sun / land/ grass/ air/ coal/ oil/….**	T→ Ss→ S S↔S

<table>
<tr>
<td></td>
<td>
<p>ocean</p>
<p>sun</p>
<p>- Give a piece of paper to one person in each group. This person doesn't show it to the others in his or her group, then explains the word by drawing. When the others in his group can recognize what the word is, they will say it aloud.
- The group that gets more right words will win the game.
-Check Ss' understanding of the instruction.
- Declare the winning group.</p>
<p>Lead- in: Have Ss show the pictures they have just drawn and ask: What do these pictures refer to?
- Expected answer: They are about natural resources.</p>
</td>
<td>T↔Ss</td>
</tr>
<tr>
<td>2-Pre-listening:

5mins</td>
<td>
<p>Ask Ss: Which of them are renewable and which of them are non renewable? Why?
Have Ss to work in pairs and guess the answers.</p>
<table>
<tr><th>Natural Resources</th><th>Renew-able</th><th>Nonren-ewable</th><th>Reasons</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
<p>To know the answer, we're going to listen to a text about natural resources and natural environment.</p>
<p>-Pre –teaching Vocabulary:
1- ecologist (n) person who studies ecology: nhà sinh thái học.
2- to conserve (v): to avoid wasting</p>
</td>
<td>S ↔ S</td>
</tr>
</table>

<table>
<tr>
<td></td>
<td>something: giữ gìn, bảo tồn.→ conservation(n)
Checking Vocabulary: - Teacher says out the definition. Ss give Vietnamese meaning. Ss make a sentence with the word</td>
<td></td>
</tr>
<tr>
<td>3-While-listening: 20mins</td>
<td>*Activity 1: Table Completion
Ask Ss to listen and check their guessing.
- Have Ss listen to the recording twice. At the first time, ask Ss to list all the resources they hear. At the second time, Ss tick which resource is renewable and which is nonrenewable.
- Let them compare their answers.
- Check the answers with the class.
<table>
<tr><th>Natural Resources</th><th>Renew-able</th><th>Non renew-able</th><th>Reasons</th></tr>
<tr><td>Grass</td><td>√</td><td></td><td>It will grow quickly</td></tr>
<tr><td>Coal</td><td></td><td>√</td><td>It takes m of year to coal</td></tr>
<tr><td>Fossil fuels</td><td></td><td>√</td><td></td></tr>
<tr><td>Solar energy</td><td>√</td><td></td><td>unlimited</td></tr>
<tr><td>Air</td><td>√</td><td></td><td>unlimited</td></tr>
<tr><td>Water</td><td>√</td><td></td><td>unlimited</td></tr>
</table>
*Activity 2: Multiple Choice:
-Ask Ss to read task 1 (page129) carefully, guess the answer. Listen to the tape and circle the word they choose.
Key: 1- D 2- C 3- D 4- A 5-B</td>
<td>T→ Ss→ S

S ↔ S</td>
</tr>
</table>

	***Activity 3: Gap-Fill:** - Give Ss three minutes to read the paragraph carefully and guess the missing words. - Ask Ss to listen to the tape again and fill in the gaps with the words they have heard. Let them call out their answers. Key: 1- unlimited 2- atmosphere 3- may 4- gases 5- amounts	
4- Post-listening: 12mins	**Discussion:** Ask Ss to work in groups of five to discuss the questions. *-What can we do to keep the resources renewable?* *-What should we do to protect our environment ?* Feedback: One student from each group comes to the front of the class and gives the ideas. Others give comments.	Ss ↔ Ss
5- Homework: 1m	- Learn the new words by heart. - Prepare the next part.	

UNIT 11: SOURCES OF ENERGY

WRITING

Aims: By the end of the lesson, SS will be able to:

- read the information from a chart.
- write a description from a chart.

Teaching Aids: hand outs, posters.

PROCEDURE

Stages and Timing	Activities	Interactions
1-Warm-up: 5mins	**Game: Hot Seat** - Put two chairs in front of the class. - Ask Ss to work in two groups. One person from each group sits on each chair. - Write a word on the board. The others in their group explain the word without using the exact word on the board. - When the person on the chair can say out the word correctly, their group will get one mark. It's time to change another student to continue the game. The words chosen for the game: **petro, coal , energy, proportion, nuclear, hydroelectricity.** - The group that scores more points will win the game. - Declare the winning group.	Ss ↔ Ss
	Lead-in: Are you interested in the energy consumption in your family? your city? your country? Do you know how much energy your country consume in a year? To know how to read and to write a chard of energy consumption, we will study the lesson today.	T↔Ss

2-Pre writing: **10mins**	**SOURCES OF ENERGY** * - Hang the chart on the board and explain the information in the chard. In pairs, Ss look at the chart carefully and read the passage, contrasting the chart with the passage to find out the missing information. - Compare the answer with other pairs..	S ↔ S
	- Call on some Ss to read out their answers. Key: 1- 100 million tons 2- Nuclear and Hydroelectricity 3- 18 million tons *Elicit the tense and the language which is used in the passage from Ss.	T→ Ss
	• **Useful Languages:** - use **Simple Past** tense. - to be under / over + figure. - to make up the largest… - /to account for /to take the smallest… a small amount of … a large proportion of… a large percentage of… - There was / were + noun / noun phrase. e.g: There were ten million tons of coal used in 2000. - as much as… - as + noun/ noun phrase +as • **Outlining:** 1. Give out the **topic sentence.** 2. Write some **detailed** sentences / **supporting** ideas for the topic sentence.	T→ Ss→ S

3-While-writing: **20mins**	***Activity 1:** - Based on the chard in the textbook on page 130. Ss write a description of the trends in energy consumption in the year 2005 in Highland. -Set the time limited in five minutes. - Move around to give help. - When Ss have finished, ask them to exchange their writings, comparing and giving corrections. Sample writing: The total energy consumption in 2005 was over 140 million tons/ under 160 million tons. Nuclear and Hydroelectricity made up the largest amount of this figure. There was nearly as much petroleum used as coal which only made up the smallest proportion of the total about 41 million tons.	S Ss → Ss
	***Activity 2:** - Have Ss work in pairs to describe the chart, using similar function of language. Give correction if necessary.	S ↔ S
	***Activity 3:** - Divide the class into 4 groups. - Deliver a large piece of paper for each group. - Ask Ss to compare the amount of energy consumption in the two years 2000 and 2005. - Set the time limited in 10 minutes. - Move around to give help if necessary. - Ask Ss to stick their posters on the board.	Ss ↔ Ss
4-Post-writing: **9mins**	**Correction** - Give correction and comments on their writing. Suggested writing: There was an upward trend in the consumption of coal and nuclear & hydroelectricity but there was a sharp decrease in the use of petroleum. The	T → Ss

	amount of coal used increased by 20 million tons and the consumption of nuclear & hydroelectricity went up dramatically by 54 million tons. However, the amount of petroleum consumed in 2005 fell by 15 million tons.	
5- Homework: **1min**	- Rewrite the comparison of the chart into Ss' notebooks.	

UNIT 11: SOURCES OF ENERGY

LANGUAGE FOCUS

Aims: By the end of the lesson, Ss will be able to:

- distinguish the consonant clusters /ʃr/, /spl/, /spr/.
- understand the use of Relative clauses replaced by participles and *to* infinitives.
- write the sentences with relative clauses replaced by participles and *to* infinitives.

Teaching Aids: Realia, picture, flipchart, handout.

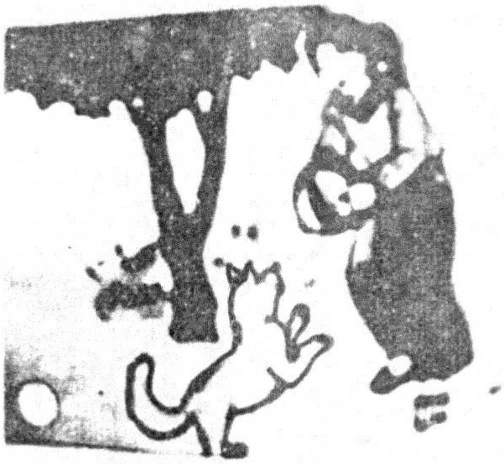
PROCEDURE

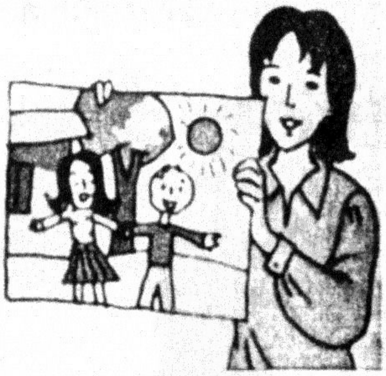
Stages / Timing	**Activities**	**Interactions**
1-Warmer and Lead- in **1min**	**Game:** Show a picture or a realia of a shrimp, a split ring , spring onion then ask: -What are these? Expected answer: They are: a shrimp, a split ring and a piece of spring onion. - Ask Ss to listen to the teacher and repeat. - shrimp /ʃrimp/:	T→ Ss -

<table>
<tr>
<td>2 –
Presentation1
8mins</td>
<td>
- split ring /'split'riη/:
- spring onion/'spriη'ʌniən/
Elicit the consonant clusters / ʃr/, /spl/, /spr/.
Pronunciation
Hang on the chart with the sounds: / ʃr/ / spl / /spr /
<table>
<tr><th>/ʃr/</th><th>/ spl /</th><th>/ spr /</th></tr>
<tr><td>shred</td><td>split</td><td>spray</td></tr>
<tr><td>shrill</td><td>splash</td><td>spread</td></tr>
<tr><td>shrug</td><td>spleen</td><td>sprain</td></tr>
<tr><td>shrink</td><td>splutter</td><td>sprat</td></tr>
</table>
Point to each sound and read it aloud three times.
Ask Ss to repeat the sounds.
Call on some Ss to pronounce them.
Practice:
*Listen and repeat:
- Read out some examples of the sounds.
- Ask Ss to add some more words that contain the
sounds.
*Give each sound a number: 1-/ ʃr/ 2-/ spl 3-/ spr/
Teacher reads the words randomly. Ss listen and shout 1 or 2, 3 depending on the sound Ss hear.
Example: T: Spring Ss: three
T: shrug Ss: one
*Practice reading aloud the sentences on page 131.
</td>
<td>T→ Ss→ S

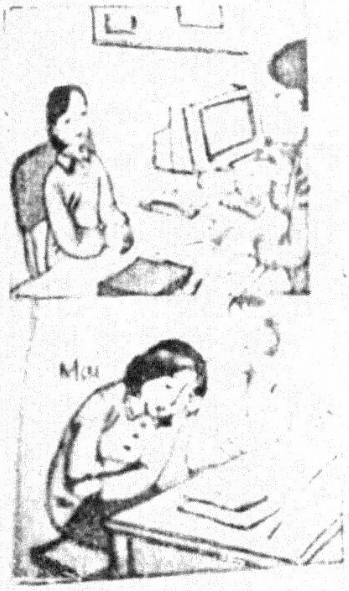
T↔ Ss</td>
</tr>
<tr>
<td>2- Presenta-tion 2:

15mins</td>
<td>
Grammar
Relative clauses replaced by participles and <i>to</i> infinitives
1- Active participles:
-Show a picture of a girl playing with a dog and tell Ss:
.She is Lan's sister. What is she doing?
- She is playing with her dog.
</td>
<td>T↔ Ss</td>
</tr>
</table>

	Eliciting question: who can combine these sentences into one? 	
	Write on the board: * The girl **who is playing with the dog** is Lan's sister. → The girl **playing with the dog** is Lan's sister. - The man **who spoke to John** is my brother. → The man **speaking to John** is my brother. - Ask Ss to look at the examples carefully. Elicit the rules from Ss. Write the notes on the board. **Note:** - We can use a present participle to replace a relative clause which has an active meaning.	T↔ Ss
	2- Passive participles: Show the second picture and tell Ss: The picture has won the first prize. It was drawn by a blind. Ask Ss to combine the two sentences into one *The picture **which was drawn by a blind** has won the first prize. →The picture **drawn by a blind** has won the first prize.	T→ Ss

	 - Elicit the rules from Ss. Write the notes on the board. **Note:** - We can use a past participle to replace a relative clause which has a passive meaning. **3-Infinitive relative clauses:** Ask Ss: a- Which was the first country **which won the world cup** ? Have Ss ask that question in another way. → Which was the **first** country **to win the world cup ?** b- The **last** person **who leaves** will have to turn out the lights. → The **last** person **to leave** will have to turn out the lights. - Ask Ss to look at the examples carefully. - Elicit the rules from Ss. - Write the notes on the board. **Notes:** -We can use a to- infinitive to replace a relative clause. - We often use a to-infinitive after an ordinal number (*first, second…*), after *next* and *last* ,*after, only,* and after superlative adjectives.	T↔ Ss Ss ↔ Ss
3-Practice: 15mins	**1- Exercise1:** -Ask Ss to rewrite the sentences in	

	exercise 1, using present participle phrase. - Move around to give help. - Have them exchange their exercise to check. Key: 1- The boy playing the piano is Bend. 2- Do you know the woman coming toward us? 3- The people waiting for the bus in the rain are getting wet. 4- The scientists searching the causes of cancer are making progress. 5- The fence surrounding house is made of wood 6- We have an apartment overlooking the park. **2-Exercise2:** - Ask Ss to rewrite the sentences in exercise 2, using past participle phrase. - Move around to give help. - Have them exchange their exercise to check. Key: 1- The ideas presented in that book are interesting 2- I come from a city located on in the southern part of the country. 3- They live in a house built in 1890. 4- The photographs published in the newspaper were extraordinary. 5- The experiment conducted at the University of Chicago was successful.	Ss↔Ss

4-Productio **5mins**	6- They work in a hospital sponsored by the government. **3- Exercise 3:** -Ask Ss to rewrite the sentences in exercise 3, using infinitive phrase. - Ask Ss to come to the board and write them down. -Check Ss' tasks and give corrections. - Key: 1- John was the last man to reach the mountain. 2- The last person to leave the room must turn off the lights. 3- The first person to see is Mr Smith. 4- This is the second person to be killed in that way. 5- The first person to catch the ball will be the winner. Show some pictures and ask Ss to work in pairs, making the sentences with Relative clauses replaced by participles or *to* infinitives. 	

3- Homework **1min**	- Make 5 sentences relative clauses replaced by participles and to infinitives. - Teacher delivers the handouts to the Ss.(Appendix)	

APPENDIX

Combine these sentences into one:

1- The girl who is playing badminton in the schoolyard is my daughter.
2- Do you know the boys who are talking to our form teacher over there?
3- Do you come from a city which is located in the southern part of the country?
4- The official took no notice of the telephone which was ringing on his desk.
5- The first team which wins the competition will have a three-day holiday in Hawaii.
6- Most of the goods which are made in this factory are exported.

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UNIT 12: THE ASIAN GAMES

READING

Aims: By the end of the lesson, SS will be able to:

- understand the passage.
- scan for specific information.
- guess the meaning in context.
- remember some events about Asian games.

Teaching Aids: Pictures, hand outs.

PROCEDURE

Stages / Timing	Activities	Interactions
1-Warm-up: **5mins**	**Game: Chatting** - Show some pictures of Ly Duc and Van Mach then ask some questions about them - *Who are they?* - *What do they do?* - *What do they have in common?* Expected answer: - They are Ly Duc and Van Mach. - They are athletes. - They have won gold and silver medals in bodybuilding in the Asian Games. **Lead- in:** - *Who else has won gold medals in the Asian Games?* - *Which sports do you think are the strongest of Vietnam?*	T↔ Ss T↔ Ss
2-Pre-reading: **15mins**	*You are going to read a text about the Asian Games. Look at the pictures on page 136. What do they tell you about the Asian Games?* - Ask Ss to work in groups. On their notebooks, ask them to add to the charts.	

<table>
<tr>
<td></td>
<td>
<table>
<tr><td>What I know about Asian Games.</td><td>Questions I'd like to ask about Asian Games.</td><td>What I learn from the text.</td></tr>
<tr><td>- A lot of sports are introduced in the Asian Games.</td><td>- How often are the Asian Games held?</td><td></td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td></td>
<td>
Pre-teaching Vocabulary:
1- effort /'efət/ (n)=attempt = struggle (synonym)
2- aquatic /ə'kwætik/ (adj) e.g: aquatic sport (sport connected with water) (picture): môn thể thao dưới nước.
1- to appreciate /ə'pri:ʃieit/ (v) to understand the value of sb /sth: đánh giá cao.(definition)
2- to advance: to make progress(synonym)
</td>
<td>T↔ Ss</td>
</tr>
<tr>
<td></td>
<td>
5 - facility (n)equipment that is provided for a particular purpose.(explanation): trang thiết bị
6- enthusiasm /in'θju:ziæzm/(n) (situation)nhiệt tinh
e.g: She is interested in teaching. She never lost ……… for teaching.

Checking Vocabulary: Gap- fill (books open)
- Use the gap fill in task 1 (page 138) to check vocabulary.
- Ask Ss to call out their answers.
Key: 1- facility 2- aquatic 3- enthusiasm
4- effort 5- advancing 6- appreciated
</td>
<td>T↔ Ss</td>
</tr>
</table>

<table>
<tr>
<td>3-While-reading:
19mins</td>
<td>

- **Activity 1: Answer Ss' questions**

- Ask Ss to read the text silently and answer their questions.
- Ask Ss to compare their answers with a partner.
- Feedback: Call on some Ss to read their answers.
- Key: (depending on Ss' questions).
- Have Ss work in pairs, asking and answering the questions.
- Ask Ss to search the internet to find out the information that isn't mentioned in the text.

- **Activity 2: Grid / Table Completion**

- Let Ss read the passage again and complete the table in task 2 (page 138).
- In pairs, have Ss fill in the table with the year and the events. Compare the answers with other pairs.
- Ask Ss to come to the board and copy their answers on the table.

Key:

<table>
<tr><th>Year</th><th>Events</th></tr>
<tr><td>(1) 1951</td><td></td></tr>
<tr><td></td><td>(2)The 2nd Asian Games in Manila.</td></tr>
<tr><td>(3) 1958</td><td></td></tr>
<tr><td></td><td>(4)Squash, rugby, fencing, and mountain biking</td></tr>
<tr><td>(5) 2002</td><td></td></tr>
</table>

</td>
<td>T↔ Ss
Ss↔Ss</td>
</tr>
</table>

4-Post- reading: 10mins	**Lucky Number** - Ask Ss to close their books - Divide the class into two groups. - Draw a table with 12 numbers on the board.(see Appendix) - Tell Ss some of them are lucky numbers. If Ss call out one of them, they will get 2 marks and they have the right to choose another number. One mark will be for each other question. The group that can score more points will win the game.	Ss↔Ss T→Ss
5-Homework 1min	- Prepare the next part. - Search the internet to find some more information about the Asian Games.	

APPENDIX

LUCKY NUMBER

1	2	3	4
5	6	7	8
9	10	11	12

Questions:

1- How often are the Asian Games held?
2- When was the first Asian games?
3- LN
4- How many athletes took part in the first Asian Games?
5- Where was the second Asian Games held?
6- Which sports were added at the 3rd Asian Games?
7- Who in Vietnam won the first golden medal in karatedo in the Asian Games?
8- Where was the Asian Games held in the year 2002?
9- LN
10- The 13th Asian games was held in New Delhi, India. Right or wrong?

11- How many countries participated in the14th Asian Games?
12- LN

Key:
1- Every 4 years
2- In 1951
3- LN
4- 489 athletes from 11 nations
5- In Manila, The Philippines
6- Tennis, volleyball, table tennis and hockey
7- Thuy Hien
8- In Korean
9- LN
10- Wrong
11- 42
12- LN

UNIT 12: THE ASIAN GAMES

SPEAKING

Aims: By the end of the lesson, SS will be able to:

- ask for and give some information about Asian Games.
- express their own ideas about sport results and about their favorite games or athletes.
-

Teaching Aids: pictures, posters, markers, sticky tape.

PROCEDURE

Stages / Timing	**Activities**	**Interacti -ons**
1-Warm-up: 5mins	**Games: Stop the bus** - Put Ss in teams. - Draw two lines on the board and label them with two categories. Group A Group B Country: ……………….. ………… Sports: ……………….. ………… - Give Ss a letter from the alphabet, for example letter M. As quickly as possible, they should think of a word connected with each category beginning with letter M and write them down. For example: Country: Malaysia Sport: Mountain climbing. - The first team to write down one word for each category should shout: "Stop the bus". If the word are correct, give the team one point then choose another letter. - Check Ss` understand the instructions - Suggested ideas: -T, P, V- ; - B, C, M – T: Thailand – Table tennis/ Tennis.	T→ Ss

2-Pre-speaking: 15mins	P: Philippines/ Pakistan- Ping pong V: Vietnam- Volleyball B: Brunei Basketball/ Boxing/ Bodybuilding /Billiards C: Cambodia – Chess M: Malaysia /Myanmar- Mountain biking/climbing S: Singapore- Snookers/ Squash Declare the winning group. **Lead-in:** What Asian countries have taken part in the Asian Games? What sports have been introduced in the Asian Games? -Ask Ss to work in 4 groups to find out the answers. (2 groups find the countries/ 2 groups find the sports) Feedback: Ask Ss to copy them on the board: Asian countries Sports - - - - - Check Ss' answer then practice speaking. Ask Ss to open their books and look at the information about the Asian Games in the table to check which countries have been the host countries in the Asian games until now. Ask Ss to look at the dialogue on page 139. Elicit the language from Ss. **Useful Language:** - Use **simple past tense** to talk about events in the past. - **Passive Voice** can be used to talk about the year the Asian games took place. e.g: The first Asian Games were held in 1951 in New Delhi, India.	Ss↔Ss T↔ Ss

3-While-speaking: 19mins	*** Activity 1: Repetition and substitution:** - Ask Ss to look at the dialogue on page 139 and repeat the conversation. - Ask Ss to use the information in the table to substitute for the suitable information. Teacher moves around to give help. Example: A: When and where were the 2nd Asian Games held? B: They were held in 1954 in the Philippines. A: How many countries took part in the Games? B: 18 A: How many sports were there at the Games? B: 8…. **Feedback**: Ask some pairs to come to the front of the class and act out their conversation. ***Activity 2: Reporting** Ask Ss to take turns to talk about the sport results of the Vietnamese athletes at 14th Asian Games, using the information from the table on page 140 –task 2. Teacher moves around to give help. Example: At the 14th Asian Games held in Busan, Korea, in bodybuilding , the Vietnamese athletes won one gold medal and one bronze medal. In billiards, they won one gold medal and one silver medal. Feedback: Some Ss come to the board to do the report.	T→Ss Ss↔ Ss Ss↔ Ss Ss↔ Ss

4-Post-speaking: 10mins	**Find SO who** Deliver the handouts to each student. Ask Ss to move around, asking the question in the Find SO who table. If Someone say yes, ask some more details and write his or her name. Tell Ss not to write the same name for different questions. (See appendix)	
5- Homework 1min	Prepare the next part	

Find SO who..........?	Name	Details
hates sports?		What sport?Why?
plays sports every day?		How often?
has ever won a sport competition?		When?
has his/her favorite sport idol?		Who?
has never watched sports on TV?		Why?
has never missed a football match on TV?		Favorite team?
watches the Asian Games very often?		Which game / like best?
prefers SEA Games to Asian Games?		Why?
Find SO who..........?	Name	Details
hates sports?		What sport?Why?

plays sports every day?		How often?
has ever won a sport competition?		When?
has his/her favorite sport idol?		Who?
has never watched sports on TV?		Why?
has never missed a football match on TV?		Favorite team?
watches the Asian Games very often?		Which game / like best?
prefers SEA Games to Asian Games?		Why?

UNIT 12: THE ASIAN GAMES

LISTENING

Aims: By the end of the lesson, SS will be able to:
- listen to specific information.
- express their own ideas about.

Teaching Aids: paper, markers

PROCEDURE

Stages / Timing	Activities	Interactions
1-Warm-up **5mins**	**Game: Bingo Game** - Ask Ss to write down nine words of sports on a square. - Teacher says out words of sports randomly. Ss listen and tick the word they have on their list. When they make a straight line with all the words ticked,	T→Ss

	they shout BINGO to win the game. **Lead-in:** Which sport from your list do you like best? Why?	
2-Pre-listening: **8mins**	- Ask Ss to look at the pictures in the text book –page 141- and answer the questions: 1- What are the names of these sports? 2- Have you ever watched sports like these on television? - **Pre-teaching vocabulary:** 1- to come live: to be sent out while the event is actually happening, not recorded first and broadcasting later.(explanation) 2- freestyle (n): (picture) 3- gymnasium: = gym (example) Example: Our school has just built a new ………… so we often go there to do exercises. →a gymnast(n): a person who performs gymnastics in a competition. 4- bar (n): (picture) 5- to land: (gesture) **Checking Vocabulary:** Slap the board -Elicit the new words by asking questions, using the techniques suggested above. - Ask Ss to repeat some difficult names: Lee Bong – Ju Vichai	T↔Ss Group work T↔ Ss↔S
3-While-listening: **20mins**	• **Activity1: Multiple Choice** - Give Ss 2 minutes to read task 1 carefully. - Ask Ss to listen to the tape twice and circle the best answer. - Ask Ss to compare their answers. - Feedback: Have Ss read out their answers. - Let Ss listen again to check the answers	T→ Ss S↔S

	- Answer key: 1- C 2-A 3-B 4-B 5-D • **Activity 2: Question and answer** - Ask Ss to read the questions carefully before they listen to the recording again(twice). - Tell them to listen and take notes the answers to the questions. - Ss exchange their answers. - Check if Ss have the same answers. - Ask Ss to listen to the recording for the last time and check their answers. Suggested answer: 1- It was at 10.15pm. 2- They have won six gold medals. 3- He took part in the long jump twice. 4- High- jump. 5- He looked very disappointed.	S1- S2
4- Post- listening: 11mins	**Role- play** Ss play the role of an interviewer and an athlete who has just taken part in the Asian Games. He or she has just set a new record or has just failed the competition. Interview him/ her to ask about his her preparations for the Asian Games, his or her experience ..the feelings after the moment… **Feedback:** call on some pairs to act out their conversations in front of the class. Give comments on their conversations.	
5- Homework 1m	Write a report on a game of football in your school.	

UNIT 12: THE ASIAN GAMES

WRITING

Aims: By the end of the lesson, Ss will be able to:

- read the information from a chart.
- write a description from a chart.

Teaching Aids: hand outs, posters.

PROCEDURE

Stages /Timing	Activities	**Interactions**
1- Warm- up: **5mins**	**Game: Hangman Game** Divide the class into two groups. Tell Ss they are going to guess a word in the teacher` s mind. This word has 8 letters. Write on the board: _ _ _ _ _ _ _ _ Ss can say out any letter in the alphabet. If they guess it correctly, the teacher will put it on its position, but if Ss guess a wrong letter, teacher starts to draw a hangman. If Ss can guess the word before the teacher finishes the hangman, they will win the game. If the teacher finishes the hangman before Ss guess the word, they lose the game. Check Ss ` understanding of instructions.  Key: F A C I L I T Y Lead-in: Ask Ss: *What facilities do you think we need to have for the Asian Games?* Brainstorm Ss` ideas and copy them on the board.	T→Ss

	The facilities of the Asian Games **Expected answer:** - National stadium / local stadium. - National sport centre - Training areas - Sport buildings and roads to sport buildings. - Car parks - Hotels - Guest houses - Facilities for disabled athletes Ask Ss:	T →Ss
	Suppose Vietnam is going to hold the coming Asian Games. What facilities does our country need to have? *To go to the details, today we are going to write a paragraph to describe the preparations for the Games.* Unit 12: THE ASIAN GAMES	T↔ Ss
2- Pre-writing: 12mins	**Pre-teaching Vocabulary:** In pairs, ask Ss to match a word in A with a line in B to find out the meaning of the new words	

<table>
<tr>
<td></td>
<td>
<table>
<tr><td>1. To upgrade (v)</td><td>a. to advertise sth in order to make it popular.</td></tr>
<tr><td>2. To promote(v)</td><td>b. to find new people to join an organization.</td></tr>
<tr><td>3. To recruit(v)</td><td>c. to change something so that it is of a higher standard.</td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Checking vocabulary: Vietnamese equivalents
Key: 1- c 2- a 3-b
- Ask Ss to look at some activities suggested in the box, the sample writing and elicit some useful languages from Ss.
Copy on the board:</td>
<td>T↔Ss</td>
</tr>
<tr>
<td></td>
<td>• Useful languages: Sequence adverbs
First/ Firstly / First of all…
Then,….
Next,…
After that,….
Finally,…</td>
<td>Ss↔ Ss</td>
</tr>
<tr>
<td></td>
<td>• Structure: - need to be + pp = need + V-ing
- have to + inf
Example: -The national stadium needs to be upgraded.</td>
<td>T →Ss</td>
</tr>
<tr>
<td>3- While - Writing: 17mins</td>
<td>• Activity 1: Writing sentences.
Ask Ss to use the information in the box and write a meaningful sentences. combining the verb in column 1 with the phrases in column 2.(page 143)
Teacher moves around the class to</td>
<td></td>
</tr>
</table>

	give help. Ask Ss to compare their answers. Some suggested sentences: a- One more national Stadium needs to be built. b- National sports centers and local stadium need to be upgraded because they are not in good conditions. c- We have to build more hotels and guest house with modern facilities to welcome foreign athletes and visitors. Ask Ss to write them on the board. Teacher gives Ss comments or corrections.	T↔S **Ss ↔ Ss**
4- Post – writing: 12mins	• **Activity 2: Writing a composition** - Ask Ss to work in groups of four to write a paragraph of about 120 words to describe the preparations for the coming Asian Games in Vietnam. - Teacher moves around to give Ss help if necessary. - Give Ss the limited time. - Exchange their writings to correct the writings. - Ask Ss to give comments on the other's writing. **Discussion:** Imagine Vietnam is going to hold the coming Asian Games. What should we do to meet the need of modern facilities for the Games. Ask Ss to work in groups to talk about the preparations for the next Asian Games. Mix the groups to share ideas. **Feedback:** Ask Ss to give their group's ideas in front of the class.	**Ss ↔Ss** **Ss↔ Ss**
5- Homework: 1min	Write the paragraph into their notebooks.	

UNIT 12: THE ASIAN GAMES

LANGUAGE FOCUS

Aims: By the end of the lesson, Ss will be able to:

- distinguish the difference between the consonant clusters /str/, /skr/, /skw/.
- revise the use of Relative clauses.
- understand and write sentences with omission of relative pronouns.

Teaching Aids: pictures, handouts.

PROCEDURE

Stages / Timing	**Activities**	**Interactions**
1- Warm- up: 5 mins	**Game: sentence completion** Hang a flipchart of some words on the board. square strong squeezed screamed scratch street screen strange - Copy the following sentences on the board and ask Ss to find words beginning with str- to complete the 1 st sentence, scr- for the 2nd and skw- for the 3rd. - Set the time limited in 1minute. 1- The ....man standing in the ....looks very .... 2- In the ...., a little girl	T→Ss

<table>
<tr>
<td></td>
<td>aloud when she saw a deep ....on her leg.
3- My mother ....an orange and put it on the........... table in front of my face.

Key:
1- Strange / street / strong.
2- Screen / screamed / scratch.
3- Squeezed / square.
Lead - in:
Ask Ss to read the sentences aloud.
Ask Ss:
The first three words has the same sound. Which sound is it? - /str/
Which is the same sound for the second three words? -/ skr/
How about the last two words? / skw/
Today we are going to distinguish the difference between the consonant clusters /str/, /skr/, /skw/.</td>
<td>Ss
↔Ss

T↔Ss</td>
</tr>
<tr>
<td>2-Presentation 1:

7mins</td>
<td>Pronunciation:
- Hang on a flipchart with these sounds on the board and introduce the sounds to the Ss:

- Teacher reads the sounds three times.
- Ask Ss to listen carefully and repeat after the teacher.
<table>
<tr><th>/ str/</th><th>/skr/</th><th>/skw/</th></tr>
<tr><td>street
strong
strange
strength</td><td>scream
screen
screw
scratch</td><td>square
squeeze
squash
squeak</td></tr>
</table>
Practice:
• Repetition:
- Ask the whole class to repeat after the teacher.
- Ask some Ss to repeat the words. The others</td>
<td>T →
Ss

T ↔
Ss↔S

T ↔
Ss</td>
</tr>
</table>

2- Present-ation 2: 12mins	listen and give remarks if they are pronounced correctly. - Move around to give help. - Practice reading aloud the sentences in the book.(page 144) - Ask Ss to work in groups to make sentences that contain the sounds. The group that can make a meaningful sentence which has more sounds above will win the game. **Grammar** **Relative clauses and the omission of relative pronouns.** - Ask Ss to recall the use of Relative Clause. - Copy the sentences below on the board. Ask Ss to read it carefully. Elicit the use of relative pronouns as subject or relative pronouns as object. - Elicit when we can leave out the relative pronouns. **a- Relative Pronouns as subject:** The woman **who/ that** lives next door is a doctor. Where is the cheese **which / that** was in the fridge? - The pronouns ***who/ which / that*** can be the subject of a relative clause. **b- Relative Pronouns as object:** The woman who/ whom/that I wanted to see was away. You can get back the tax which/ that you've paid. **Note:** the pronouns ***which / that*** can be the object of a relative clause. **c- Omission of relative pronouns:**	**T↔Ss** S↔ S T → S

	We can leave out the pronoun when it is not the subject of the relative clause. Clauses without pronouns are very common in informal English. e.g: The woman Gary met knows your sister. The dress Ann bought doesn't fit her very well. Sometimes we can use a participle without a relative pronoun or an auxiliary. e.g: That man who was sitting next to Angela never said a word. Checking Ss' understanding:	S↔ S
3-Practice: 15mins	**Exercise 1:** Give an example: *I Like the diamond ring……………………* *I Like the diamond ring* ***Mary is wearing***. Ask Ss to complete each of the sentences in exercise 1 (page 144) to make a relative clause without a pronoun, using a suitable sentence in the box on page 144. Ask Ss to read out their answers. Teacher gives correction if necessary. Answer key: 1- Have you found the bike you lost? 2- Most of the classmates he invited to the birthday party couldn't come. 3- The short stories John told were very funny. 4- The dictionary I bought yesterday is expensive, but very interesting. 5- I didn't like he man we met this morning. 6- The beef we had for lunch was really delicious. **Exercise 2:** d- Write an example on the board:	Ss↔Ss

3- Production: 10mins	*The flight ………………… was fully booked.* *→The flight I wanted to travel on was fully booked.* e- Ask Ss to complete each of the sentences in exercise 2. using a suitable sentence in the box (page 145) to make a relative clause with a preposition. f- Ask Ss to read out their answers. Teacher gives correction if necessary. Answer key: 1- I enjoy my job because I like **the people I work with.** 2- The dinner party **we went to** wasn`t very enjoyable. 3- The house **we are living in** is not in good condition. 4- I wasn`t interested in the things **they were talking about.** 5- He didn`t get the job **he applied for**. 6- The bed **I slept in** was very modern. **Exercises 3:** g- Write an example on the board: a- *Are these the keys that you are looking for?* *b-The young man that lives on the corner rides a motorbike.* *h-* Ask Ss to look at the two sentences and tick the sentence in which the relative pronoun can be omitted. **Key: a** Ask Ss to do the same with the rest. Answer key: √ 1- The girl who we are going to see is from Britain. 2- He works for a company that`s makes cars. √ 3- What was the name of the man who you met yesterday. 4- The table that was broken has now	

	been repaired. √ 5- Do you know the girl who he is talking to? √ 6- This is the novel that I've been expecting. Ask Ss to work in groups and write five sentences with relative pronoun about a person /people / a thing /things around the class on a poster. Ask Ss to stick their poster on the board. Give comments on the posters and correction if necessary.	
4- Homework: 1m	Make five sentences about their family, using the relative pronouns.	

UNIT 13. HOBBIES

READING

Aims: By the end of the lesson, students will be able to:

- read about hobbies
- scan read for specific ideas.
- skim read for general ideas.

Teaching aids: pictures, handouts, cards.

PROCEDURE

Stages/ timing	Activities	Interactions
1. Warm-up **5 mins**	**Hangman game** T tells the whole class that he has a 7-letter word in his mind. He will give some clues about the word and Ss have to guess the letters forming that word. Ss will have to give letter by letter, if they give the correct one, T will write it down in the correct position, if they give the wrong answer, T will draw the head (the arms, the body, the legs). If they are able to tell what the word is before the hanged man is drawn, they win the game. **Clues:** -It is a noun -It is a way to relax ourselves. -It is related to free time. -Collecting stamps, reading books, going fishing are examples of this noun. Key: HOBBY	**T→ Ss** **Ss ↔ Ss**
3 mins	**Lead-in:** What do you often do in your free time? Expected answer: I like reading newspapers. What are your hobbies? Expected answer: I like collecting old coins. That's good. Now you are going to read a very interesting piece of writing about hobbies. First of all, I am going to help you with some new words.	**T ↔ Ss**

2. Pre-reading **7m**	**Vocabulary** 1. guitarist (n) (question) What do you call a person who plays the guitar? Expected answer: guitarist 2. glass fish tank: (picture) T shows a picture of a glass fish tank) What is this, the whole class? Expected answer: glass fish tank. 3. admire (gap-fill) My Tam is my favorite singer. I ………….. her a lot. Expected answer: admire 4. throw st away (miming) **Checking** Gap-fill Give Ss handouts and ask them to work in pairs to complete the sentences, using the words/phrases they have just learned. 1. My uncle is a good………… He often accompanies his wife singing with his guitar. 2. Almost everyone in my class ……….. Hoa because she is very good at maths. 3. We keep fish in a …………. 4. Their car is old and out of fashion. They intend to ……it…...…	**T ↔ Ss** **T ↔ Ss**
3. While-reading **7 mins**	**Activity 1:** Matching test T asks Ss to skim read the text and do the matching test in pairs A 1. accomplished 2. accompanying 3. modest 4. avid 5. discarded 6. indulge in 7. keep me occupied B a. keep me busy b.well-trained c. allow oneself the pleasure of. d. thrown away. e. going with a singer, using a musical instrument f. eager g. humble Suggested answer: 1b 2e 3g 4f 5d 6c 7a Call on some pairs to read aloud their choices.	**S ↔ S** **T ↔ Ss** **Ss ↔ Ss**

	Go over the answer with the class **Activity 2:** True-False Statements T gives handouts. T asks Ss to read the text individually to decide if these statements are true or false. 1. The writer is an accomplished guitarist. 2. The writer didn't collect fish from the rice field. 3. The writer has more local stamps than foreign ones. 4. The writer is an avid stamp collector. Expected answer: 1F (his uncle is), 2F (he did), 3T, 4T	
7 mins	**Activity 3:** Questions-Answers T divides the class into groups of four. T asks each group to read the text again and write down the answers to the following questions. 1. What's the writer's first hobby? 2. Why does the writer admire his uncle? 3. What's the writer's second hobby? 4. Where does he collect stamps? 5. What does the writer do with the less common stamps and with the common ones? T asks representative of each group to go to the BB to write down their answer (one question for each group)	**T ↔ Ss** **S ↔ S**
6 mins	**Suggested answers**: 1. It is playing his guitar. 2. Because he is an accomplished guitarist and he is good at accompanying people by his guitar. 3. It is keeping fish. 4. He collects stamps from discarded envelopes, his relatives and his friends. 5. He keeps the less common ones inside a small album.The common ones he usually gives away to others or throws them away	

4. Post-reading **8 mins**	**Pair work** T asks Ss to work in pairs to talk about their hobbies, mentioning the following things - What your partner's hobby is. - How much time he/she spends on it - Ask whether he/she collects anything as a hobby. - Ask if he/she shares the same hobby with any member of his/her family / class. - How much money he/she spends on his/her hobby.	
5. Home-work **2 mins**	In about 80 words, write about your favorite hobby	

UNIT 13. HOBBIES

SPEAKING

Aims: By the end of the lesson, students will be able to:

- talk about a hobby
- talk about collections

Teaching aids: handouts, colored chalk.

PROCEDURE

Stages/ Timing	**Activities**	**Interactions**
1. Warm-up **5 mins**	**Miming game** Divide the class into two groups Each group nominates one representative. Write these activities in a piece of paper: * Swimming * Fishing * Stamp-collecting * Mountain-climbing	**T→ Ss** **Ss ↔ Ss**

	* Playing computer games * Reading books * Watching TV * Chatting with a friend on the phone Ask each representative to mime some activities, and the members of his/her groups will have to guess what the activity is. The two representatives take turns to do the miming four times. The group which has more correct answers will win the game. Declare the winner	
3 mins	**Lead-in:** Do you often watch TV in your free time? (Yes) How much time do you spend on it every day? (1 or 2 hours) What are your hobbies? Do you spend much money on them? (Reading / Yes) Today we are going to talk more about hobbies. In the first place, I'd like to help you with some new words	**T ↔ Ss**
2. Pre-speaking **7 mins**	**Vocabulary** 1. second-hand book stall: (explanation) It is a shop which sells old books. 2. pen-friend: (question) What do you call a friend you know through letters or newspapers? 3. classify (v) (gap-fill) They .... stamps into different kinds. 4. landscape (n) (guessing meaning) Hue is a very famous city with lots of beautiful .... such as the Huong river, Ngu Binh mountain…	**T ↔ Ss**

3 mins	**Checking** Slap the board game T draws two faces of two girls and leads in the conversation. Now, what are their names? Lan and Huong. Right.They are talking about their hobbies. T delivers the handouts (questions) Now work in pairs to read a conversation between them, then one asks the questions that follow and the other answers them.	T ↔ Ss Ss ↔ Ss
3. While-speaking **8 mins**	**Activity 1** Questions-Answers 1. What does Huong say to ask what Lan's hobby is? 2. What question does Huong make to ask about Lan's ways to collect books? 3. What does Huong say to ask about the place Lan bought her books? 4. What question does Hoa put to ·ask about Lan's ways of organizing books? 5. What does Huong say to ask about Huong's plan for the future? **Expected answers** 1. What's your hobby? 2. Could you tell me how to collect your books? 3. Where do you buy your books? 4. How do you organize your collection? 5. What do you plan to do next?	**T ↔ S** **S ↔ S**
10 mins	**Activity 2:** Role-play Now that you have five questions. This time you are going to play the roles of Nam and Nga, who are talking about stamp collections. You can use those five questions to ask about your friend's	**T→ Ss** **Ss ↔ Ss**

	hobby and you can use the following information as help. Hobby: stamps. How to collect stamps: buy from post office, get stamps from oversea pen-friends How to organize stamps: classify stamps into categories: animals, landscapes, birds… Where to keep stamps: in album Plan for the future: collect more stamps T goes around to offer help if need be. T listens to Ss and collects their mistakes for indirect correction. T gives feedback.	
4. Post-speaking **10 mins**	**Find someone who** T asks Ss to work in groups of five to talk about their hobbies, using the following questionnaire as help. (T gives handouts to Ss) 1. What is your hobby? 2. How much time / money do you spend on your hobby? 3. Do you collect anything as a hobby? Where do you get them and where do you keep them? 4. Do you know anyone who keeps animals as a hobby? 5. Do you think good friends should have the same hobbies? T asks Ss to make a report on their friend's hobbies, using the result of the questionnaire in activity 3.Examples	**T ↔ S** **S ↔ Ss** **T ↔ Ss**
5. Home-work **2 mins**	Everyone in our group has different hobbies. Two out of five spend much time on their hobby every day…	

UNIT 13. HOBBIES
LISTENING

Aims: By the end of the lesson, students will be able to:

- listen about collections
- listen for specific information
- listen for general ideas

Teaching aids: handouts, pictures

PROCEDURE

Stages/ Timing	**Activities**	**Interactions**
1. Warm-up **5 mins**	What is it? Divide the class into two groups. T says that he has a word in his mind and he is going to give some information about the word. Members of each group will listen and may stop at any information they hear to guess what the word is. Each group has only two chances to guess the word. The first group to tell exactly what the word is wins the game. T gives information about the word. 1. It is a noun with four letters. 2. It can be your friend or even your teacher. 3. It gives you knowledge about the world. 3. It can be found in a library. Answer key: BOOK	**T→ Ss** **Ss ↔ Ss**
3 mins	**Lead-in:** T asks: Do you read books? (Yes, I do) How often do you read them? (Every day) Do people collect books as a hobby? (Yes) Now, in our lesson today, you are going to listen to someone talking about his hobby of	**T ↔ Ss**

	reading books. In the first place I'm going to help you know some new words.	
2. Pre-listening **7 mins**	**Vocabulary.** 1. gigantic (adj) ~ huge ~ very big 2. fairy tale (n) (gap-fill) My grandmother used to tell.................. to me before I went to sleep. 3. profitably (adv)(translation) 4. bygone days (question) What do you call the days which have passed? **Checking** Slap the board.	**T ↔ Ss** **Ss ↔ Ss**
3. While-listening **8 mins**	**Activity 1: T-F test** T draws a boy reading a book. T asks: What is he doing? (He is reading) Yes, he is very absorbed in reading, eh? Do you think reading is his hobby? (Yes) Right, now listen to the boy talking about his hobby of reading books and decide if the following statements are true or false. The tape will be played twice. T gives Ss handouts of T-F test T plays the tape twice. T calls on some Ss to give the answers. T goes over the answers with the class. Suggested answers: 1T, 2F,3F, 4F, 5T, 6T, 7T, 8F	**T ↔ Ss** **S ↔ S**
10 mins	**Activity 2 Gap-fill** T gives Ss handouts of activity 2. Instructions: Now listen to the rest of the listening text again and work in pairs to write the missing words. You will listen to the tape twice. T plays the tape twice. T calls on some pairs to give the answers. T goes over the answers with the class.	**T ↔ S** **S ↔ S**

	Suggested answers 1. wonderful 2. disease 3. jungle 4. certainly 5. ignorantly 6. profitably	
4. Post-listening 10 mins	**Writing** Your friend Lan is crazy about reading. She reads so much that she doesn't have time for study or other social activities. At present, she spends a lot of money and energy on books every day. At this rate, she is going to be short-sighted and very lazy. Imagine that you are Lan's friend and write her a letter to point out the disadvantages of over-reading.	**T→ Ss**
5. Home-work 2 mins	At home, you have to correct and then write your letter in your exercise notebook.	**T→ Ss**

UNIT 13 HOBBIES

WRITING

Aims: By the end of the lesson, students will be able to:

- write about a collection
- work in pairs / groups effectively
- do the tasks set by T correctly

Teaching aids: handouts, colored chalk

PROCEDURE

Stages/ Timing	**Activities**	**Interactions**
1. Warm-up **5 mins**	Treasure hunt Divide the class into two groups Write these hidden words on the BB 1._ _ _ _ (cook) 2._ _ _ (leg)	**T→ Ss** **Ss ↔ Ss**

	3._ _ _ _ _ _ (orange) 4._ _ _ (eel) 5_ _ _ (tea) 6._ _ _(ink) 7._ _ _ _ _ (candy) 8.- - -(oil) 9._ _ _ _ (nest) 10._ _ _ _ (lend) T asks Ss of each group take turns to choose numbers. for each number there is a clue about the corresponding word. If each group tells the right word, they will get 1 mark. Ss can guess the key word (the word formed by the first letters of those ten words) at any time. They will get 3 marks if they tell the correct key word, and the group with more marks wins the game. Key word: COLLECTION Declare the winner.	
3 mins	**Lead-in:** Do people collect something as a hobby? (Yes) Can you tell me something that they often collect? (books, magazines, old, coins, stamps…) In today's lesson, you are going to write about a collection. First I will provide you with some new phrases. 1.be crazy about (exp)~ very interested in Hong Nhung is my favorites singer. I am crazy about her. 2.provide s.o with st (context) Forests **provide us with** wood. What does the underlined phrase mean? 3.enable s.o to do st (exp) Her good English **enabled her to** get a	**T ↔ Ss**

	good job at a foreign company. What does the underlined phase mean? 4.feel like doing st ~ fancy doing st (synonym) Checking Rub out and remember	
2. Pre-writing 7 mins	**Vocabulary** **Activity 1**: Brain-storming So, when you are interested in someone's collection, what would you like to know? T elicits ideas from Ss -name of the collection. (collection of books, coins, stamps, clothes…) -how he collects them (buy them, ask some one to give them, exchange them…) -how he keeps them. (in album, on shelves, in boxes, in a safe…) -when he started his collection. (last year, 6 years ago, long ago) -how he classifies them. (into categories, countries, ages, colors…) -why he collects them. (to relax, to kill time, to entertain oneself) His plan for the future (continue to collect…)	**T ↔ Ss** **Ss ↔ Ss**
3. While-writing 18m	**Activity 2**: Writing T asks Ss to look at all the ideas suggested on the BB. T asks Ss to write about their collection, real or imaginary, using the ideas mentioned in activity 1. Ss write their work on their notebooks. T goes around to offer help.	**Individuals**

	T takes notes of Sis's mistakes for indirect correction. T calls on two Ss to go to the BB to write down their work. T , together with Ss, finds out the mistakes and corrects them. T gives feedback on Ss' work. T points out some common mistakes made by Ss when doing this writing task.	
4. Post-writing **10 mins**	**Correcting mistakes** T gives handouts to SS. T asks Ss to work in groups of four to find out the mistakes in the essay given, adding that there is only one mistake in each paragraph. *One of my hobbies is watching TV. My hobby starts when I was a boy of five. I would always ask my parents to turn on the TV set so that I could enjoy the cartoon films or advertisements.* *Now I find that watching TV enables me learn many things. I learn a lot about how people lived in the old times. I learn about the wonders of the world, space travel, tiny viruses and other fascinating things.* *TV programs provide me with so many information and facts. I can stay at home and watch almost everything happen around me.* *I think I will continue to watch TV although TV programs are always useful to me. Watching TV is actually a good hobby.* **Suggested answer**: P1: starts→started P2: learn →to learn P3: many→much P4: although→because	**T→ Ss** **Ss ↔ Ss**

5. Home-work 2 mins	T asks SS to answer the following questions about the reading text given in the activity above, reminding them to write their work on their exercise notebooks. **Questions** Read the text in the activity above again and answer these questions 1. What's the writer hobby? 2. When did he start it? 3. How useful is the TV set to the writer? 4. Do you share the ideas about watching TV with the writer? Why (not)?	T→ Ss

UNIT 13. HOBBIES

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

* distinguish the 4 sounds /pt/, /bd/, /ps/, /bz/

* know how to use cleft sentences - subject focus
- object focus
- adverbial focus

Teaching aids: handouts, colored chalk

PROCEDURE

Stages/ Timing	Activities	Interactions
1. Warm-up **5 mins**	Simon says Game T tells Ss that he will ask Ss to do something, but Ss only follow his order if his command begins with "please". When T doesn't say "please" at the	T→ Ss Ss ↔ Ss

	beginning of the request, Ss don't have to follow it. Now, will you follow my request if it begins with "please"? (Yes) And if I don't say "please"? (We won't take your order) Good. Now, "please" stand up. "please" sit down, raise your left hand, OK, stand up again, "please" raise you both hands… "please" say stopped "please" say robbed "please" say stops "please" say robs T declares the losers **Lead-in** T writes these 4 words on the board Stopp**ed** / robb**ed** / stop**s** / rob**s** Pt bd ps bz How can we pronounce the ending sounds in these words? (Ss give answers) OK, in our lesson today, we'll practice these sounds. T asks Ss to open their books to page 151. T hangs this chart on the BB.	
2. Present-ation 1 **15 mins**	**Pronunciation** /pt/ /bd/ /ps/ stopped robbed stops jumped stabbed steps stepped grabbed maps trapped bribed shops /ps/ /bz/ Stops robs Maps bribes Maps rubs Shops clubs T reads the words aloud, then asks Ss to listen and repeat after him.	**T ↔ Ss**

	T calls on some Ss to read the words aloud, correcting their mistakes if necessary T hangs this chart 1. She was robbed. 2. He stopped smoking. 3. Lan dropped the teapot. 4. The boy jumped out into the road and bumped into an old man. 5. Sshe's been to a number of shops and clubs. 6. He rubs his hands because he wants to interrupt their talk. T reads the sentences aloud, then asks Ss to listen and repeat after him. T calls on some Ss to read the sentences aloud, correcting their mistakes if necessary.	T ↔ Ss
3. Presentation 2 **7 mins**	**Grammar** **Lead-in** T draws a boy who gave a rose to a girl. T asks: What are their names? (Tom and Mary) What did Tom do? (He gave a rose to Mary) Now, who can rewrite that sentence, beginning as shown? T writes on the BB It was Tom… Expected answer It was Tom who gave a rose to Mary. T explains: Tom in the above sentence is subject of the sentence. To emphasize, we can begin the sentence with It was Tom who… **Tom** gave a rose to Mary. Subject **It was Tom who** gave a rose to Mary. T draws a girl who saw a cat. T asks: What did the girl see? (A cat) Yes, good. T writes:	

	The girl saw a cat. Is the cat here the subject or object of the sentence? (object) Who can rewrite the sentence as shown? It was the cat… **Expected answer** It was the cat that the girl saw. T explains how to write cleft sentences with object focus. The girl saw **the cat.** object **It was the cat that** the girl saw. T expands the second sentence T writes The girl saw the cat in the garden. Now, who can rewrite my sentence as shown? It was in the garden… Expected answer: **It was in the garden** that the girl saw the cat. T explains how to write cleft sentence in case you pay attention to adverbial modifier of the sentence. The girl saw the cat **in the garden.** adverbial modifier **It was in the garden that** the girl saw the cat. T writes the form **It (is/was) + N/adverbial modifier + who/that + V** **Practice**	**T ↔ Ss** **S ↔ S**
7 mins	**Exercise 1** T asks Ss to do exercise 1/page 152 in pairs. T goes around to offer help. T calls on some Ss to read their answers aloud. T corrects their mistakes if necessary. Suggested answers 1. It was the boy who visited his uncle last month. 2. It was my mother who bought me a present on my birthday. 3. It was Huong and Sandra who sang together at the party.	**T ↔ Ss** **S ↔ S**

	4. It was Nam's father who got angry with him. 5It was the boys who played football all day long. 6. It was the girl who received a letter from his friend yesterday. 7 It was his presence at the meeting that frightened the boy.	
7 mins	**Exercise 2** T asks Ss to do exercise 2/pages 152-153 in pairs. T goes around to offer help. T calls on some Ss to read their answers aloud. T corrects their mistakes if necessary. Suggested answers 1. It is English that the man is learning. 2. It was the book that the woman gave him. 3. It was the postcard that she sent her friend. 4. It was the book that Hoa borrowed from Long. 5. It was his grandfather who(m) the little boy greeted in a strange language. 6. It was the policeman who(m) the pedestrian asked a lot of questions. 7. It was the stranger who(m) the dog barked at.	**T ↔ S** **S ↔ S**
8 mins	**Exercise 3** T asks Ss to do exercise 3/page 153 in pairs. T goes around to offer help. T calls on some Ss to read their answers aloud. T corrects their mistakes if necessary. Suggested answers 1. It was in the garden that the boy hit the dog. 2. It was for tea that she made some cakes. 3. It was for him that his father repaired the bike. 4. It was on his birthday that she presented him a book. 5. It was in Britain that he met his wife. 6. It was from the shop that she bought that present. 7. It was at 8.00am that the meeting started.	**T ↔ Ss**

4. Home-work 3m	Make four cleft sentences about yourself Suggested answers 1. It is my mother who helps me with English. 2. It was on May 12 that I was born. 3. It was at the party that I first met my close friend. 4. It is my Mum and dad who (m) I admire a lot.	

UNIT 14. RECREATION

READING

Aims: By the end of the lesson, students will be able to:

- read about friendship
- scan read for specific ideas.
- skim read for general ideas.

Teaching aids: pictures, handouts.

PROCEDURE

Stages / Timing	**Activities**	**Interac-tions**
1. Warm-up	Guessing the picture Divide the class into two groups T hangs a picture hidden by six pieces of paper. 1 | 2 | 3 4 | 5 | 6 1. Something that you and your family do together after dinner (watch TV)	**T→ Ss Ss ↔ Ss**

	2. something you do to keep fit (play sports) 3. something you do at a library (read books) 4. something most women like doing at weekends (shopping) 5. something you are eager to do after summer holidays (meet friends) 6. something that only people and birds can do (sing) The pieces are numbered from 1 to 6. Each group takes turns to choose the number, T will give them the question corresponding to it. If they give the correct answer, they get one mark, and one piece of the picture will be uncovered. Members of the two groups can guess what the picture is about at any time. If they get it right, they get three marks. The group which has more marks wins the game. Declare the winner **Lead-in**	
	Do you often listen to music in your free time? How much time do you spend on it every day? (Yes, a lot)	**T ↔ Ss**
	How often do you meet friends? What do you often do when you meet together? (Sometimes, play football, go out…)	**T ↔ Ss** **Ss ↔ Ss**
	Now, have a look at the activities from 1 to 6 and tell me which activities most British people often do in their free time. T writes down the Ss' guesses on the BB after Ss have made their guesses. Ex: - Watch TV - Shopping - Meeting friend - Playing sports - Singing - Reading books	

2. Pre-reading **7 mins**	In today's lesson, you are going to read something about recreation in Britain. In the first place, I'd like to help you with some new words **Vocabulary** 1. pastime (n): (explanation) I often entertain myself by reading. So, I say reading books is my pastime. Pastime, pastime, what does that mean? 2. household (n) (translation) There are 40 households in my neighbourhood. 3. course (n) (gap-fill) My brother is following a computer programming................. 4. apart from~ except Checking Slap the board game T says: Now let's get back to your guesses about British people's recreation. Open your books to page 155 and read the reading text	**T→ Ss** **Ss ↔ Ss**
3. While-reading **4 mins**	**Activity 1**: Having a quick check T says: Let's read the text in 3 minutes and tell me which of your guesses are right. T calls on some Ss to give answers. T makes a tick at the right guesses, and a cross at wrong ones. Watch TV✓× Shopping× Meeting friend× Playing sports× Listen to music✓ Reading books✓	**T ↔ Ss**
8 mins	**Activity 2**: Multiple choice test T asks SS to read the reading text and then work in pairs to do the multiple choice test (task1/page 156) T calls on some pairs to give the answers. T gives feedback.	**T ↔ Ss** **S ↔ S**

	Suggested answers: 1A, 2B, 3B, 4A, 5B, 6A	
8 mins	**Activity 3**: Questions-Answers Divide the class into groups of four. Give handout (questions) to each group. Ask Ss to read the text again and work in groups of four to write their answers on the handouts. Ask the groups to exchange the handouts for correction. Call on some groups to give the answers, asking each group to correct the answers on the handout. Ask if the groups did good work. Ask each group to take its handout back after correction	**T→ Ss** **Ss ↔ Ss**
4. Post-reading **8 mins**	**Group discussion** T asks Ss to work in groups of four to discuss one of the following topics - Should students play computer games to relax? - The bad effects of watching TV. - Among the most common leisure activities in Britain, which do you like best. Give specific reasons to support your choice.	**T→ Ss** **Ss ↔ Ss** **T→ Ss**
5. Home-work **2 mins**	In no more than 100 words, write a paragraph about one of the three topics given in the activity above.	

UNIT 14. RECREATION

SPEAKING

Aims: By the end of the lesson, students will be able to:

- express agreements and disagreements about entertainment activities and stating the reasons.

Teaching aids: handouts.

PROCEDURE

Stages/ Timing	Activities	Interactions
1. Warm-up **5 mins**	Game: Nodding and shaking chairs Prepare these phrases / sentences beforehand 1. Yes, let's do that. 2. I quite agree with you. 3. I don't think so 4. I respect your opinion, but… 5. For sure 6. I don't see it that way 7. You could be right, but don't you think that…? 8. You are exactly right. T puts two chairs in the front of the class. One is the nodding chair, the other is the shaking one. T will say some phrases or sentences. If the phrase / sentence expresses agreement, one member of each group tries to run towards the nodding chair and sit on it. If the T says something expressing disagreement, one member of each group tries to run towards and sit on the shaking chair. If the member does it properly, he will score one mark for his group. The group with more marks wins the game. Declare the winner T writes on the board **Agreeing** 1. Yes, let's do that. 2. I quite agree with you. 3. For sure	**T→ Ss** **Ss ↔ Ss**

	4You are exactly right. **Disagreeing** 1 I don't think so 2. I respect your opinion, but… 3 I don't see it that way .4You could be right, but don't you think that…? **Lead-in**: We are going to learn how to express your agreement or disagreement today, but I am going to provide you with some new words first.	
2. Pre-speaking **7 mins**	**Vocabulary** 1. tent (n) (explanation) What do you call something we put up when we go camping? 2. equipment (n) (explanation) It is something you take along when you go camping, such as a hammer, rope, a spade… 3. scenery (n) (translation) 4. effective (adj) (gap-fill) This sort of medicine is very…………… You can cure your headache very quickly with it. **Checking** Gap-fill Ask Ss to complete the following sentences with the words they have just learnt. 1. We have to bring lots of…………….. and supplies when we go on a camping trip 2. Have the boys put up the…………… yet? 3. We enjoyed the spectacular…………… there, especially the waterfalls and the hills. 4. Thanks to …………… production methods, they have been able to produce better and cheaper products. Expected answers: 1.equipment 2.tent 3.scenery 4.effective T draws a girl whose hair-style is very fashionable. T asks: I think that her hairstyle is very fashionable. What do you think? Expected answer: I quite agree with you	**T → Ss** **Ss ↔ Ss**

	T says: Now, let's practice more with the following topics.	
3. While-speaking **8 mins**	**Activity 1:** Expressing (dis)agreement T hangs this chart on the BB. Agreeing or Disagreeing 0) I think Hoa looks more beautiful with that new hairstyle. - Agree: I couldn't agree more. - Disagree: Do you? I don't think so. I think she looks terrible. 1. You: In my opinion, the weather in Hue is getting better and better. Your friend: .... 2. You: It seems to me that studying late at night is more effective than in the daytime. Your friend:............. 3. You: In my opinion, the music for the young today is not worth listening to. Your friend: .... T asks Ss to work in pairs to express their agreement or disagreement in the situations given, explaining that they can use the example shown in the chart. T goes around to offer help. T asks some pairs to act out the conversation. T takes notes and gives feedback.	**T→ Ss** **S ↔ S**
10 mins	**Activity 2 Role-play** Instructions: The students of class 11A2 will have a two –day holiday. They are discussing whether they should go on a camping trip or not. Now you have to work in groups of four to act out the conversation, using the following suggestions as help. Reasons for agreeing: 1. Can enjoy spectacular scenery. 2. can have lots of outdoors activities. 3. can get close to nature (see trees, flowers, wildlife).	**T→ Ss** **S ↔ S**

	4.can become active Reasons for disagreeing 1. have to bring lots of heavy equipment and supplies. 2. have to eat bread for two days. 3. have to hire a car, which is rather expensive. 4. have to sleep in the tent, the weather might be bad. T goes around to offers help if need be. T listens to Ss and collect their mistakes for indirect correction. T gives feedback.	
4. Post-speaking **10 mins**	**Questions-Answers** Instructions: In this activity you have to work in pairs to discuss one of the following questions. In your discussion, one student has to express his/her agreement on the [illegible] in the question, the other expres[illegible] By the end of the conversatio[illegible] ave to withdraw a conclusion. 1. What do you think about the TV program "Viet Idol"? 2. Some people prefer buying second-hand clothes because they suit everyone's pocket and do not look worse than brand-new ones. What do you think? 3. Some people support the idea of wearing uniform at schools, others do not. What's you opinion? T comes to encourage Ss to talk and offer help if need be. T listens to Ss and collect their mistakes for indirect correction. T gives feedback.	**T→ Ss** **S ↔ Ss**
5. Home-work **2 mins**	Write a short paragraph expressing your ideas about one of the topics given in activity 3.	**T→ Ss**

UNIT 14. RECREATION
LISTENING

Aims: By the end of the lesson, students will be able to:
- * listen for specific information
- * listen for general ideas

Teaching aids: handouts, pictures

PROCEDURE

Stages/ Timing	Activities	Interac-tions
1. Warm-up **5 mins**	Let's decode T asks: Do you know the order of the letters in the alphabet? (Expected answer: Yes) Well, supposing that we have 26 numbers, from 1 to 26 and number 1 is relevant to letter A, 2 to B, 3 to C…and 26 to Z. Now I am writing a word with numbers 2.5.5: bee T divides the class into two groups, asking them to find what this word is 8.15.12.9.4.1.23 The first group to find out the correct answer wins the game Key: HOLIDAY **Lead-in** Where do you often spend your holiday? (Nha Trang, Da Lat…) Who do you usually go on holiday with? (friends, relatives…) How do you like your holiday? (very much…) Now, today you are going to listen to someone talking about his/her holiday. First I am going to help you know some new words.	**T→ Ss** **S ↔ Ss**

2. Pre-listening **7 mins**	**Vocabulary** 1. desert (n) (gap-fill) Shahara is a very well-known .... in the world. 2. solitude (n) (translation) She likes the solitude of the wildlife. 3. waterfalls (n) (picture) Cam Ly·waterfall is one of the most beautiful sights in Da Lat city. 4. depressed (adj) (drawing)	**T→ Ss**
	T draws a very depressed face, asking Ss to find an adj to describe the face. Expected answer: depressed. **Checking** Slap the board.	**T→ Ss** **S ↔ Ss**
3. While-listening **8 mins**	**Activity 1:** T-F test Instructions As I have said, this time you are going to listen to three people, Anna, Terry, and Mary talking about their holiday. Listen to them and decide if the statements are true or false. T says that the tape will be played twice. T gives Ss handouts of T-F test T plays the tape twice. T calls on some Ss to give the answers. T goes over the answers with the class. Suggested answers: 1T, 2T,3F, 4F, 5F, 6F, 7F, 8F	**T→ Ss** **S**
10 mins	**Activity 2 Gap-fill** T gives Ss handouts of activity 2. Instructions: Now listen to the listening text again and answer the questions in the handout. You will listen to the tape twice. T gives Ss1 minute to read the questions. T plays the tape twice. T calls on some students to give the answers. T goes over the answers with the class. Suggested answers 1 Riding their dirt bike in the desert, taking showers in waterfalls and swimming in lakes and rivers.	**T→ Ss** **S ↔ S**

	2. In sleeping bags or tents. 3. Because more and more people are coming to these places and leave trash in the forests and take rocks and plants with them. 4. He thinks nature is also important in the world. 5.In cities. 6. Because she can't put up an umbrella tent in the wind or make a fire in the rain or carry a heavy backpack.	
4. Post-listening **10 mins**	**Role-play** Maria has just been back from a camping holiday on the beach and she really had a very good time there. Her friend Cindy is asking her about the trip and she is willing to tell all the good things that the camping holiday brought her. Now work in pairs, one student plays the role of Maria and the other of Cindy to act out the conversation. T goes around to offer help. T takes notes for indirect correction. T gives feedback.	**T→ Ss** **S ↔ S**
5. Home-work **2 mins**	Write a short paragraph (about 100 words) about the advantages of a camping holiday.	**T→ Ss**

UNIT 14. HOBBIES

WRITING

Aims: By the end of the lesson, students will be able to:

* write about a collection
* work in pairs / groups effectively

Teaching aids: handouts, pictures

PROCEDURE

Stages/ timing	Activities	Interact -ions
1. Warm-up **5 mins**	**Guessing words** Divide the class into two groups. Tell Ss that T is thinking about a word. T will give some clues about the word and members of each group can make a guess of the word at any time. Each group has only two chances to guess the word. The first group to give the correct answer wins the game. 1. This word is a noun with five letters. 2. This noun tells you about something that happened in the past. 3. This noun can be combined with such adj as funny, love, detective… 4. Grandmothers often tell this to their grandchildren before they go to bed. Key word: STORY Declare the winner.	**T → Ss** **Ss ↔ Ss**
	Lead-in: In today's lesson, you are going to write a story. First I will provide you with some new words.	**T ↔ Ss**
2. Pre-Writing **7 mins**	**Vocabulary** 1.forest (n) (picture) He was lost in the forest for three days. 2. camp-fire (n) (definition) ~ something you build up at night near the camp, and you often sing and dance around it. 3. umbrella tent (n) (drawing) T draws an umbrella tent on the BB, and asks what it is. 4.be up early (translation)	**T ↔ Ss**
	Checking: T asks Ss to work in pairs to complete the following sentences with the words that they	**T ↔ Ss** **Ss ↔ Ss**

	have just learnt. a. We can see lots of old trees and animals in the......... b. This morning Bob was...........early because he had to prepare his new lessons. c. The boys have just put up a (n)....... in their campsite. d. They danced and sang around the .... all night last night. Expected answers: a. forest b. up c. umbrella tent d. camp-fire	
3. While-writing **8 mins**	**Activity 1**: Matching test (task 2 / page 160) T divides the class into groups of four, asking them to match the events (from 1 to 6) with the appropriate pictures. After two minutes, T calls on four representatives of four groups (chosen at random) to go to the BB to write down their answer. The first group to give the correct answer will be praised in front of the class. Suggested answers: 1G, 2A, 3B, 4C, 5F, 6D, 7H, 8I, 9E.	**T→ Ss** **Ss ↔ Ss**
10 mins	**Activity 2:** Writing T asks Ss to look at all the pictures in their order and write a story about camping holiday. Ss write their work on their notebooks. T goes around to offer help. T takes notes of Ss's mistakes for indirect correction. T calls on two Ss to go to the BB to write down their work. T , together with Ss, finds out the mistakes and corrects them. T gives feedback on Ss'work. T points out some common mistakes made by Ss when doing this writing task.	**T→ Ss** **Ss ↔ Ss**
4. Post-writing **10 mins**	**Reserved activity:** Imagine that you have just been back from a camping trip and your friends will ask you any thing about the trip. Work in groups of four to	**T→ Ss** **S ↔ Ss**

	act out this conversation. T comes to groups to encourage them to talk. T collects some mistakes made by Ss for indirect correction. T gives feedback.	
5. Home-work	Write a short paragraph to answer this question: Why do students like camping holiday?	T→ Ss

UNIT 14. RECREATION

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

* distinguish the 4 sounds /ts/, /dz/, /tst/, /d3d/

* know how to use the conjunctions both…and, not only… but also, either…or, neither…nor

* know how to use cleft sentences in the passive

Teaching aids: handouts, pictures

PROCEDURE

Stages/ Timing	**Activities**	**Interac-tions**
1. Warm-up **5 mins**	**Riddles** 1. What is a word which means child. It also means a young animal. (expected answer: kid) 2. Can you fill in this sentence I can ……. like a horse. (expected answer: eat) 3. What's the end of the world? (expected answer: letter D) 4. What will happen if you drop a red hat to the Black Sea? (Expected answer: It will get wet.)	T→ Ss Ss ↔ Ss
	Lead-in: Now look at the words **kid** and **eat**.	T ↔ Ss

	T writes on the BB: kid, eat When we put **s** after the two words, do you think they have the same ending sounds? (Expected answer: No) Good, now let's open your books to page 162 to learn about such cases. T writes these 4 words on the board eat**s** / kid**s** /mar**ched**/ brid**ged** Who can pronounce these words? (Ss stand up to pronounce the words) T corrects their mistakes if need be.	
2. Present-ation 1 **10 mins**	**Pronunciation** T writes eat**s** / kid**s** /mar**ched**/ brid**ged** */ts/ , /dz/, /ʧt/, /dʒd/* T hangs this chart on the BB. */ts/ /dz/* *sits reads* *eats friends* *meets kinds* */ʧt/ /dʒd/* marched bridged watched raged reached managed T reads the words aloud, then asks Ss to listen and repeat after him. T calls on some Ss to read the words aloud, correcting their mistakes if necessary. -T hangs this chart 1.He usually sits at the back of the class. 2.She has lots of friends. 3.When he was young, he watched television three hours a day. 4.We managed to get three tickets for the match. 5.They bridged the river, then pitched their tent on the bank. T reads the sentences aloud, then asks Ss to listen and repeat after him. T calls on some Ss to read the sentences aloud,	**T ↔ Ss** **T ↔ Ss**

	correcting their mistakes if necessary.	
3. Grammar **10 mins**	**Lead-in** T draws two boys going to school. T writes their names: Nam, Huy T asks: Are they boys or girls? (boys) What are their names? (Nam and Huy) What do they do? (They are students.) T remarks Nam is a student, and Huy is also a student. T writes **Both Nam and Huy are students**. T elicits and writes this form **Both + N1 (adj…) + and + N2 (adj…)** Now look at Nam and Huy again. Are they doctors? (No) So, we write **Neither Nam nor Huy are doctors.** **Neither + N1 (adj…) + nor + N2 (adj…)** Now, you see Nam is 16 years old, and Huy is 17 years old. So, we can say **Either Nam or Huy is 16 years old.** **Either + N1 (adj…) + or + N2(adj…)** Example 1: T asks Ss to open their books to page 161/162. T asks Ss to work in pairs to combine the sentences, using both...and, (n)either…(n)or	**T ↔ Ss**
8 mins	Suggested answers 1. Both Jim and Carol are on holiday. 2. George neither smokes nor drinks. 3. Neither Jim nor Carol has got a car. 4. The film was both long and boring. 5. That man's name is either Richard or Robert. 6. I've got neither the time nor the money to go on holiday. 7. We can leave early today or tomorrow. 8. Helen lost both her passport and wallet at the airport. 9. They are both clean and easy to park. 10. On Friday evening I either go to the cinema or stay home and watch TV.	**T ↔ Ss** **S ↔ S**

10 mins	Exercise 2 T revises the previous lesson about cleft sentences, explaining that this time the passive voice is used. **It was the cat that** was seen by the girl **It was in the garden that** the cat was seen. Form **It (is/was) + N/adverbial modifier + who/that + (be) + pp** T asks Ss to do exercise 2/page 162 in pairs. T goes around to offer help. T calls on some Ss to read their answers aloud. T corrects their mistakes if necessary. Suggested answers 1. It was Christina who was given a lot of flowers by fans. 2. It was the policeman who was asked for direction to the P.O 3. It was his house that we talked about. 4. It was a bike that was bought for him for his birthday. 5. It was his hometown that was described in his novel. 6. It was the children who were frightened 7. It was her glasses that were broken. 8. It was my youngest sister who was kissed at the party by the Prince. 9. It was this story book that was given to me for a birthday present by my father. 10. It is Tet that is celebrated as the grandest occasion in a year by Vietnamese people.	**T ↔ Ss** **S ↔ S**
4. Homework **2 mins**	**Mistake correction** Correct the mistake in each sentence below. 1. It was in this house where he was born 17 years ago. 2. Neither Pete or his younger has finished the assignment. 3. It were her pair of shoes that were stolen last night. 4. Both Minh and his classmates is going on a camping trip this weekend. Suggested answers 1. where → that 2. or → nor 3. were → was 4. is → are	**T ↔ Ss**

UNIT 15 SPACE CONQUEST

READING

Aims: By the end of the lesson, students will be able to:
- scan read for specific ideas.
- skim read for general ideas.

Teaching aids: pictures, handouts.

PROCEDURE

Stages/ Timing	Activities	Interacti-ons
Warmer **5mins**	Quiz Divide the class into two groups Prepare 6 questions beforehand to ask the two groups. Each group takes turns to give the answer to the questions they hear. It they give the correct answer, they get one mark. There will be a special question, and the group giving the correct answer to this question gets three marks. The group with more marks wins the game. Questions 1. What do we call someone invited to our house to have a party? (guest) 2. What is the popular website enabling you to search for any information you need? (Google) 3. A kind of fruit related to the discovery of gravity. (apple) 4. A small animal told in a fable to kill an elephant. (ant) 5. An adj to describe the earth (round) 6. What is the word to fill in this sentence? A friend in .... is a friend indeed. (need) 7. What is a small thing we need for making clothes? (needle) Special question: Can you use the first letter of seven words above to make a meaningful word?	**T→ Ss** **Ss ↔ Ss**

Pre-reading **7mins**	Key: GAGARIN. Declare the winner	
	Lead-in Do you the first Vietnamese person who set foot on the moon? (Pham Tuan) And who was the first person in the world to set foot on the moon (Gagarin) Yes, Gagarin, and today we are going to read about this interesting person. In the first place, I'd like to help you with some new words	**T ↔ Ss**
	Vocabulary 1. gravity (n) ~ the pull of the earth. 2. cosmonaut (n): (translation) 3. last (v) (gap-fill) How long does this film ……? Expected answer: last 4. name after (v) (context) This street was **named after** a Vietnamese writer What does **named after** mean? Expected answer : được đặt tên theo.	**T ↔ Ss**
	Checking T asks Ss to work in pairs to complete the following sentences with the words just learnt. 1. Pham Tuan was a very well-known …………. in Viet Nam. 2. Water runs downhill because of……………. 3. My school was………… a national hero. 4. Our summer holiday often ……….. about three months. Expected answers: 1. cosmonaut 2. gravity 3. named after 4. lasts T says: Now let's get back to Gagarin, the first person to come to the moon. Let's open your books to page 167 and read the reading text about him.	**T ↔ Ss** **Ss ↔ Ss**

While-reading 8mins	**Activity 1**: Matching Test Instructions: How many paragraphs are there in this reading text? (Five) Good, and you see, each paragraph has a heading. Now you read the text and then work in pairs to match the headings to the paragraphs. Suggested answers: P1-B (the lift-off) P2-E (Uncertainties) P3.D (A view of earth) P4-C (Congratulations) P5-A (The tragic accident) T calls on some Ss to give answers. T gives feedback.	**T ↔ Ss** **S ↔ S**
10mins	**Activity 2**: Questions-Answers Divide the class into groups of four. Give handout (questions) to each group. Ask Ss to read the text again and work in groups of four to write their answers on the handouts. Ask the groups to exchange the handouts for correction. Call on some groups to give the answers, asking each group to correct the answers on the handout. Ask each group to take its handout back after correction. Suggested answers 1. He became the first human being in space when he was 27. 2. He was in space for 108 minutes. 3. Before his flight, these questions were raised - What would happen to a human being in space? - How wo[illegible] the body react to the extreme changes in temperature? - How would the mind deal with the psychological tension?	**T ↔ S** **S ↔ S** **T ↔ S** **S ↔ S**

	4. It was more than 17,000 miles per hour. 5. Because of a tragic accident. 6. After his death, his hometown of Gzhatsk was renamed Gagarin, and the Cosmonaut Training Center at Star City, Russia, was given the name to honour this national hero.	
Post-reading 10mins	**Gap-fill** T asks SS to read the reading text and then work in pairs to do the gap-fill test (task3/page 169) T calls on some pairs to give the answers. T gives feedback. Suggested answers: 1.cosmonaut 2.lasted 3.uncertainties 4.gravity 5.view 6.chapter 7.impossible 8.symbol	**T ↔ Ss**
Homework 2mins	**Build the following sentences** 1. Gagarin/not/get/home/if/there/technical failure. 2. Altho/ugh / flight / last / no more/2 hours/ Gagarin / become/ greatest cosmonaut / all times. 3. U.S president John F.Kennedy /send / telegram / congratulate/Gagarin / his feat. 4. Tragic accident/prevent/ Gagarin/ make /another flight Suggested answers 1.Gagarin would not have got home if there had been a technical failure. 2.Although the flight lasted no more than 2 hours, Gagarin became the greatest cosmonaut of all times. 3.U.S president John F.Kennedy sent a telegram to congratulate Gagarin on his feat. 4. A tragic accident prevented Gagarin from making another flight	

UNIT 15. SPACE CONQUEST

SPEAKING

Aims: By the end of the lesson, students will be able to:

- ask and answer questions on given information.
- talk about historical events in the space conquest

Teaching aids: pictures, handouts.

PROCEDURE

Stages/ Timing	Activities	Interactions
Warm-up **5m**	What is it in the picture? T shows a picture of a spacecraft hidden by 4 numbered pieces of paper. T prepares these four questions beforehand. 1. What is the missing word in this sentence? It only takes me about 1 hour to........ from Hue to Ho Chi Minh city. (fly) 2. Complete this sentence with a noun Gagarin was a well-known .... (cosmonaut) 3. Spacemen in the world have made progress in .... (conquest) 4. What is the missing word in this sentence? Spacemen travel into space at great............. (speed) T divides the class into two groups, asking them to take turns to choose the number on the piece of paper. For each number, there is a question for them to answer. If the members of the group give the correct answer, that group has one mark and T takes off one piece of paper from the hidden picture. Ss can stop at any time to tell what the picture is about, and if they get it right, they score three marks for their group.	**T→ Ss** **Ss ↔ Ss**

	The group with more marks wins the game. Hidden picture: SPACECRAFT T declares the winner	**T ↔ Ss**
	Lead-in: Today, we are going to talk about space exploration. First of all, I am going to provide you with some new words.	**T ↔ Ss**
Pre-speaking **7m**	**Vocabulary** 1. launch (v) (gap-fill) The first spacecraft was ………into space in 1957. Expected answer : launched 2. mark (v) (translation) 3. human (n) (gap-fill) Only h……….. can use language to communicate. 4. orbit (n) (translation)	**T ↔ Ss** **Ss ↔ Ss**
	Checking: Rub out and remember	
While- **speaking** **8m**	**Activity 1**: Questions-Answers Instructions You are going to read a piece of news about manned spacecraft of China, then work impairs to ask and answer questions about the text. Example: Student A: When did China launch its first spacecraft into space? Student B: On Oct15, 2003. T goes around to offer help. T asks some pairs to act out the conversation. T takes notes and gives feedback.	**T ↔ Ss** **Ss ↔ Ss**
10m	**Activity 2** Group-work Instructions: Open your books on page 171 and have a	**T↔Ss** **S**

	look at the events in space exploration of 8 different countries. Now you have to work in groups of four. One member of each group has to read about the space exploration of one country carefully and then answer any questions that the other 3 members may ask. You have to choose the country by using a very small paper ball. All you have to do is to drop the ball onto page 171, and the ball falls on a country, you have to talk about that country. When you finish talking about the space exploration of one country, move on with another one by dropping the paper ball. T goes around to offer help. T takes notes of Ss's mistakes for indirect correction. After 7 minutes, T asks them to stop and gives feedback on their work.	
Post-speaking 10m	**Writing** Using the information given in box 6 /page 171, write a short paragraph about Pham Tuan, the first Vietnamese person to set foot on the moon.	**T ↔ Ss**
Home-work	Copy your finished passage about Pham Tuan on your exercise notebook.	

UNIT 15 SPACE CONQUEST

LISTENING

Aims: By the end of the lesson, students will be able to:
* listen for specific information
* listen for general ideas

Teaching aids: handouts, pictures.

PROCEDURE

Stages/ Timing	**Activities**	**Interac-tions**
Warm-up **5m**	Matching Game T photocopies page 172 to make handouts for Ss. T gives handouts to Ss and asks them to face them down. When all students already have the handouts, T asks them to match the pictures with the descriptions at the bottom of the handout. The first student who gives the exact answers wins the game. Key: Picture A: 2 Picture B: 5 Picture C: 3 Picture D: 1 Picture E: 4 Declare the winner.	**T→ Ss** **Ss ↔ Ss**
	Lead-in What do you know about Apollo crew? (They first set foot on the moon.) Now look at picture A, how many people were there in the crew? (There were 3) Now today we are going to listen about this crew. First I am going to help you know some new words.	**T ↔ Ss**

Pre- listening **7m**	**Vocabulary** 1. surface (n) (drawing) T draws the surface of the road, and elicits the word surface 2. experiment (n) (question) What do scientists often do in laboratories? Expected answer: experiment 3. astronaut (n) ~ spaceman 4. challenge (n): (translation)	**T ↔ Ss** **Ss ↔ Ss**
	Checking T asks Ss to complete the following sentences with the words just learnt. a. They couldn`t walk on the moon's………… unless they wore spacesuit. b. Putting a man on the moon was a great…… at that time. c. Mr. Minh is doing his …………in the chemistry lab. d. He was the first …………to reach the moon.	**T ↔ Ss** **S ↔ S**
While-listening **8m**	**Activity 1:** Instructions As I have said, this time you are going to listen about the Apollo crew, who first reached the moon. Listen and work in pairs to decide if the statements are true or false. Remember that the tape will be played twice. T gives Ss handouts of T-F test T plays the tape twice. T calls on some Ss to give the answers. T goes over the answers with the class. Suggested answers: 1F, 2F,3F, 4F, 5T	**T ↔ S** **S**
10m	**Activity 2 Gap-fill** T gives Ss handouts of activity 2. Instructions: Now listen to the listening text again and answer the questions in the handout. You will listen to the tape twice. T gives Ss1 minute to read the questions.	**T ↔ S** **S ↔ S**

	T plays the tape twice. T calls on some students to give the answers. T goes over the answers with the class. Suggested answers 1. NASA's Apollo program was developed to meet President Kennedy's challenge. 2. The Apollo 11 was launched on July16,1969. 3. The portable life support system was used for controlling the oxygen temperature and pressure inside the spacesuit. 4. The astronauts stayed on the surface of the moon for two and a half hours. 5. While they were staying on the surface of the moon they performed a variety of experiments and collected soil and rock samples to return to Earth. 6. They returned to Earth on July 24th, 1969.	**T ↔ Ss**
Post-listening **10m**	**Discussion** Choose one of the following topics and discuss it in pairs. 1. If you knew you had only one more week to live on Earth because you would go to the moon and stayed there forever, what would you do on those seven days? 2. If you had a chance to go to the moon and could take only three things with you, what would you choose and why?	
Home-work **2m**	**Writing** Write a short paragraph about this topic: In your opinion, why do people take interest in other planets in the solar system?	

UNIT 15. SPACE CONQUEST
WRITING

Aims: By the end of the lesson, students will be able to:

- * write a biography
- * work in pairs / groups effectively
- * do the tasks set by T correctly

Teaching aids: handouts, pictures

PROCEDURE

Stages / Timing	Activities	Interactions
Warm-up **5m**	Lucky Number Divide the class into two groups. T draws a flower with 9 petals and writes a number on each petal. T asks each group to take turns to choose a number and answer the following questions. The group with more marks wins the game. 1. Something we give our friend on their birthday (gift) 2. A popular kind of drink in Japan, China and Viet Nam. (tea) 3. Something that gives energy to the earth every day. (sun) 4.A synonym of crazy. (mad) 5. name of an animal which has two letters.(ox) 6. LUCKY NUMBER 7.a small, black animal living in the field (rat) 8. the opposite of shake (your head)(nod) 9. Fill in this gap" Don't cry over spilled……" (milk) T declares the winner T asks who can use all the first letters of those 8 words to write the name of a famous man. Key: AMSTRONG	**T→ Ss** **Ss ↔ Ss**

Pre-writing 7m	**Lead-in** In today's lesson, you are going to write the biography of AMSTRONG. First I will provide you with some new words.	T ↔ Ss
	Vocabulary 1.disaster (explanation) Flood, storm, earthquake… are disasters. What does disaster mean? Quote(n) (elicitation) What do you call a section of an application form in which you write important events in your life?(quote) 3. investigate (v) (gap-fill) The police are i… the case of bank robbery in our village. (investigating) 4. biography (n) (translation).	T ↔ Ss
While-writing 8m	**Checking:** Rub out and remember	T ↔ Ss Ss ↔ Ss
	Activity 1: Close-test Instructions You are going to read about Amstrong's biography. After reading it, you have to work in groups of four to put each of the headings in the box in the appropriate blank. T calls on five representatives of five groups (chosen at random) to go to the BB to write down their answer. Suggested answers: 1 birth 2 place of birth 3 known as 4 career 5 quote	
20m	**Activity 2**: Writing T asks Ss to read Amstrong's biography again and work individually to write a paragraph of Neil Amstrong.	T ↔ Ss S

	Ss write their work on their notebooks. T goes around to offer help. T takes notes of Ss's mistakes for indirect correction. T calls on two Ss to go to the BB to write down their work. T , together with Ss, finds out the mistakes and corrects them. T gives feedback on Ss'work. T points out some common mistakes made by Ss when doing this writing task. Sample development Neil Armstrong is an American astronaut. He is known as the first person to walk on the moon. He was born on August 5th, 1930 in Ohio. From 1949 to 1952, he worked as a pilot in the United States Navy. Amstrong received his BS from Purdue University in 1955. In 1962, he joined the Nasa astronaut program. On July 20th 1969 Neil Amstrong became the first human to step on the moon's surface. He was joined by Buzz Aldrin forty minutes later. Amstrong and Aldrin spent two and a half hours on the moon's surface. Amstrong received his M.S from the University of Southern California. He resigned from Nasa a year later and from 1971 to 1979, he taught at the university of Cincinnati. In 1986, Amstrong was pointed vice chairman of the committee that investigated the Challenger shuttle disaster. Amstrong is also well-known for what he said when he stepped on the moon's surface:" There's one small step for man, one giant leap for mankind". T comes to Ss to encourage them to write. T collects some mistakes made by Ss for indirect correction. T asks two Ss to go to the BB to write down their work. T gives feedback.	T ↔ Ss

Home-work **2m**	Write your own biography, the quote should include: - time to go to elementary school (where/when to go / name of the school) - time to go to secondary school (where/when to go / name of the school) - Time to attend upper-secondary school (where/when to go / name of the school)	

UNIT 15. SPACE CONQUEST

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

* distinguish the 4 sounds /nt/, /nd/, /nθ/,/ns/, /nz/

* know how to use the conjunctions both…and, not only… but also, either…or, neither…nor

* know how to use cleft sentences in the passive

Teaching aids: handouts, pictures

PROCEDURE

Stages/ Timing	**Activities**	**Interactions**
Warm-up	Find the other part of your life T asks two students to volunteer to play the game. They should be a boy and a girl. The boy will look at the board and the girl stands behind the boy. They have to stand back to back. T explains that the boy will be asked five questions and all he has to do is to nod or shake his head to express his agreement or disagreement. T will write his answer on the board.	**T→ Ss** **Ss ↔ Ss**

	Then T will ask the girl the same five questions, the girl can say yes or no to answer. If the boy and the girl have more than three same answers they will become couple of the day. Questions 1.Can you swim? 2. Can you sleep 10 hours a day? 3. Can you play a sport? 4. Can you eat chocolate? 5. Can you sing very well? T declares if they are a couple or not. **Lead-in** Can you tell me another way to ask the above questions? (Expected answers Are you able to swim/… sing well?) Now, let's open your books to page 175. Today, we are going to practice more about this grammar point.	
Present-ation 1 **10mins**	**Pronunciation** T writes on the BB went end month chance phone T asks: Who can pronounce these words? (Ss stand up to say the words) T corrects their mistakes if necessary. T ask Ss to pay attention to the ending sounds of the five words Went end month *chance* *phones* ***/nt/*** ***/nd/*** ***/nθ/*** ***/ns/*** ***/nz/*** T hangs this chart ***/nt/*** *rent, tenant, didn't* ***/nd/*** *remind, warned, friend* ***/nθ/*** *seventh, tenth,fifth* ***/ns/*** *tense, glance, Florence* ***/nz/*** *learns, tones, Barnes* T reads the words aloud and asks Ss to repeat. -T hangs this chart A: Florence, Mr.Barns went on the tenth last month.	**T ↔ Ss**

	B: Oh, I have warned you, haven't I? Did you pay the rent? A: Only to the seventh B: Only to the seventh? A: Yes, and we have no chance to see him again. Is he your friend? B: No, Mr.Barns is not my friend and if he phones, remind him that he must pay the rent to the end of the month. A: Don't be so tense. We'll have a new tenant on the thirteenth of this month. T reads the sentences aloud, then asks Ss to listen and repeat after him. T calls on some Ss to read the sentences aloud, correcting their mistakes if necessary.	
Present-tion 2 **7mins**	**Lead-in** T shows a picture of a man running. T asks: Could he run fast five years ago? (Yes) T writes on the BB He could run fast 5 years ago. T shows a picture of a man whose leg was hurt but he was running fast. T asks: Did his leg hurt? (Yes) T writes His leg hurt but he was able to run fast. T explains Could: express an ability was/were able to: express an effort to do st	**T ↔ Ss**
7mins	**Ex 1** T asks Ss to open their books to page 176. T asks Ss to work in pairs to complete the sentences, using could, couldn't or was/were (not) able to 1.was able to 2.was able to 3.could 4.was able to 5.could 6. couldn't	**T ↔ Ss** **S ↔ S**
7mins	**Ex 2** T revises how to make tag questions. It is a nice day, **isn't it**? They aren't hungry, **are they**?	**T ↔ Ss** **S ↔ S**

7mins	You live here, **don't you**? You don't speak English, **do you**? T asks Ss to do exercise 2/page 176/177 in pairs. T goes around to offer help. T calls on some Ss to read their answers aloud. T corrects their mistakes if necessary. Suggested answers 1 It's a very expensive restaurant, isn't it? 2.The film was great, wasn't it? 3.She has a lovely voice, doesn't she? 4.It doesn't look good on me, does it? 5.You have had your hair cut, haven't you? Ex 3: T asks Ss to do exercise 3/page 177 in pairs. T goes around to offer help. T calls on some Ss to read their answers aloud. T corrects their mistakes if necessary. Suggested answers 1...doesn't she? 2...haven't you? 3...wasn't it? 4...didn't we? 5...won't we? 6...can't you? 7...mustn't it?	**T ↔ Ss** **S ↔ S**
Home-work 2m	**Mistake Correction** Correct the mistake in each sentence below. 1.The bus was crowed with people but finally I could find a seat. 2. She didn't able to find him although she had gone everywhere. 3.I am not a fool, am not I? 4. It seems to me that she is very good at maths, doesn't it? Suggested answers 1. could → was able to 2.didn't → wasn't 3. am not → aren't 4. doesn't it → isn't she	**T ↔ Ss**

UNIT 16 THE WONDERS OF THE WORLD

READING

Aims: By the end of the lesson, students will be able to:

- read about one wonder of the world (The Pyramid)
- scan read for specific ideas.
- skim read for general ideas.

Teaching aids: pictures, handouts.

PROCEDURE

Stages / Timing	Activities	Interac-tions
Warm-up **5mins**	Word hunting T divides the class into two groups T prepares the song "Top Of The World" from the tape. T asks Ss to listen to the song (T can choose any other interesting song). After listening to it, group 1 has to write down any words consisting letters n, e, w whereas group 2 has to find any words consisting letters r, d, o from the song they listen to. T asks representatives of two groups to go to the BB to write down their answers. The group with more correct words wins the game. Now, one more question, who can use the letters N, E, W, R, D and O to make a meaningful word? There are 3 marks for this question. Expected answer: WONDER T declares the winner.	**T→ Ss** **Ss ↔ Ss**
	Lead-in Can you tell me some wonders in the world?	**T ↔ Ss**

	(The Pyramids, The Great Wall, The Lighthouse…) Good, now today you are going to read about one of the wonders in the world. First, let's get to know some new words.	
Pre-reading **7mins**	**Vocabulary** 1. tomb (v)(definition) What do you call a place where the dead rest? 2. pyramid (n) (picture) T shows the picture of the Pyramid and asks Ss what it is. 3. construction (gap-fill) He builds houses and bridges. He works for a famous……….. company. 4. treasure (n) (translation) Checking T asks Ss to complete these sentences with the words they have just learnt. a. The Great……….. is one of the 7 wonders in the world. B. The………… of this building took them three moths. c. They found a ………… in an isolated island. d. Excuse me, can you tell me where King Tu Duc…… is? Suggested answers a. pyramid b. construction c. treasure d. tomb T says: Now let's get back to the wonders of the world, the Great Pyramid. Open your books to page 179 and read the reading text about it, then do task 1 on page 180.	**T ↔ Ss**
While-reading **6mins**	**Activity 1**: Gap-fill Instructions: The words in the box all appear in the passage. Read the text	**T ↔ Ss** **S ↔ S**

	and work in pairs to do the gap-fill test. Suggested answers: 1 tomb. 2 wonder. 3 ramp. 4 chamber. 5 mysterious. 6 spiral	
7mins	**Activity 2**: Questions-Answers T divides the class into groups of 4 T gives handouts of the questions to each group. T asks each group to read the text again and answer the questions given. T asks the groups to exchange the handouts for correction. T calls on some groups to give the answers, asking each group to correct the answers on the handout. T asks each group to take its handout back after correction. Suggested answers 1. On the west bank of the river Nile. 2. About 147 m high and on a base of 230 m square 3. To serve as a tomb when the Egyptian pharaoh Khufu died and to protect the burial chamber from the weather and from the thieves who might try to steal the treasures and belongings there.. 4. It is thought that ancient Egyptians used straight or spiral ramps or huge weight arms to lift and place the blocks of stone. 5. The boat is believed to have been used to carry the body of Khufu in his last journey on earth before being buried inside the Pyramid.	**T ↔ Ss** **Ss↔ Ss**
7mins	**Activity 3**: Scanning for information T asks Ss to scan read the passage again and work in pairs to say what	**T ↔ Ss** **S ↔ S**

	the following words refer to 1. who (line 4) 2. it (line 8) 3. It (line 9) 4. each (line 12) T goes around to encourage Ss to read. T calls on some pairs to give the answers. T gives feedback. Suggested answers: 1.who (line 4) (the thieves) 2.it (line 8) (the Great Pyramid) 3.It (line 9) (the Great Pyramid) 4. each (line 12) a block of stone	
Post-reading **8m**	**Discussion** Work in pairs to discuss this question: Which of the wonders of the world do you like best? Why? T goes around to offer help. T calls on some pairs to act out the conversation. T gives feedback	T ↔ Ss S ↔ S
Home-work **2m**	Write a passage about your favorite wonder of the world.	T ↔ Ss

UNIT 16 THE WONDERS OF THE WORLD

SPEAKING

Aims: By the end of the lesson, students will be able to:

- distinguish facts and opinions.
- use facts and opinions to talk about features of man-made places

Teaching aids: pictures, handouts.

PROCEDURE

Stages/ Timing	Activities	Interactions
Warm-up 5mins	Little Things T prepares a picture of the Great Pyramid and sticks it on the wall at the back of the class. Instructions: Now our class is divided into two groups, A and B. I am going to ask you to give me some "little" things and members of the two groups have to try to give me the thing I need as quickly as possible. The student who first gives me the thing I need gets a mark for his/her group. There will be 8 things for you to find and the group with more marks wins the game. 1. I need a pen. (T gets one pen from the quickest student to give the pen to T) 2. I need a ruler (…) 3. I need a book (…) 4. I need a watch (…) 5. I need a hair (…) 6. I need a shoe (…) 7. I need some money (…) 8. I need a picture on the wall at the back of the class. (…) T declares the winner.	**T → Ss** **Ss ↔ Ss**
Pre-speaking 4mins	**Lead-in** T sticks the picture of the Pyramid on the BB and asks SS: What is it? (The Pyramid). Good, now, tell me, is the pyramid high? (yes) T writes on the BB The Pyramid is high. What do you think of this wonder? (I think it is great) Very good. T writes on the BB I think this wonder is great.	**T ↔ Ss**

	Now, look at the two sentences on the BB, which sentence describes fact and which one describes opinion? Expected answer: The first describes fact and the second describes opinion. Right, open your books to page 181 and do the same task.	
While-speaking **10mins**	**Activity 1**: Distinguishing facts and opinions Instructions: This time you have some statements about The Pyramid. Read them and work in pairs to decide if each one describes fact or opinion. Suggested answers: Facts: 2,3,4. Opinions: 1,5,6,7. T goes around to offer help. T asks some pairs to give their answers. T gives feedback.	**T ↔ Ss** **S ↔ S**
10mins	**Activity 2** Group-work Let's move to task 2. Before you do it, I am going to give you some useful language. Now when you express your opinions, what phrases or sentence patterns do you use? T elicits and introduces ways to express ideas. - I think / I am sure… - It is said / believed / thought that…. - They might / may / can have… - Probably / Maybe they… Examples: - I think the Pyramid was built by an enormous giant. - Probably an enormous giant built the Pyramid. - A giant might have built the Pyramid. Instructions: Work in pairs. This time you discuss possible answers to the following questions, using the suggested questions below 1. Who built the Great Pyramid?	**T ↔ Ss** **S ↔ S**

	2. How long did it take to build it? 3. Where did the builders find the stones? 4. How did they transport them? 5. How could they build the Pyramid so high? T goes around to offer help. T takes notes of Sis`s mistakes for indirect correction. After 7 minutes, T asks them to stop and gives feedback on their work.	
Post-speaking	**Role-play:** Work in groups of four. Supposing that one of you were one of those who contributed to build the Pyramid in the old time and tell your friends what happened with the construction of the wonder. Your friends asks you questions and you answer. You can use the information in activity 2 as help. T goes around to offer help if need be. T listens to Ss and collects their mistakes for indirect correction. T gives feedback.	**T ↔ S** **S ↔ S**
Home-work 3m	Write a report on what your friend told you about how the pyramid was built in the activity above.	**T ↔ Ss**

UNIT 16 THE WONERS OF THE WORLD

LISTENING

Aims: By the end of the lesson, students will be able to:

* listen to a listening text about The Great Wall.

* listen for specific information

* listen for general ideas

Teaching aids: handouts, colored chalk, pictures

PROCEDURE

Stages/ Timing	**Activities**	**Interactions**
Warm-up 5mins	Quiz T divides the class into two groups. T tells them that there is a word in the T's mind. T will give them 4 pieces of information about the word, one by one, and members of each group can raise their hands at any time to guess what the word is. Each group has only two chances to make a guess. 1. This word is a noun and it is very well-known in the world. 2. You can see this from the moon. 3. It was enlisted in The World Heritage by UNESCO. 4. It is one of the wonders in the world and the symbol of China. Key: The Great Wall. T declares the winner.	**T → Ss Ss ↔ Ss**
	Lead-in Have you ever seen the Great Wall on TV? (yes) How old do you think it is? (Ss make a guess) Would you like to visit it some day? (Yes) Now, you are going to listen to a passage about it. First, I am going to help you with some new words.	**T ↔ Ss**
Pre-listening 7mins	**Vocabulary** 1. ancient (adj) ~ very very old 2. Ming Dynasty (n) (translation) 3. significance (n) (synonym) Can you tell me a synonym of **importance**? Expected answer: significance 4. Beijing (proper noun): the capital of China Checking T asks Ss to complete the following sentences	**T ↔ Ss**

	with the words just learnt. a. Was this wonder built during Ming………..? b. Hoi An is an interesting ……… town in Viet Nam. c. I went to China last moth and I stayed in….. for a week. d. He has realized the …… of learning computer science. Suggested answers a. Dynasty b. ancient c. Beijing d. significance	
While-listening 8mins	**Activity 1**: Instructions Now you are going to listen about The Great Wall, one of the wonders of the world. Listen and work in pairs to fill in the missing information. Remember that the tape will be played twice. T gives Ss handouts of gap-fill test T plays the tape twice. T calls on some Ss to give the answers. T goes over the answers with the class. Suggested answers (1) the moon, (2) 1987, (3) the Ming Dynasty, (4) 200, (5) 200BC, (6) 6000km, (7) 11m, (8) stone	**T ↔ Ss** **S ↔ S**
10mins	**Activity 2 Gap-fill** T gives Ss handouts of activity 2. Instructions: Now listen to the listening text again and answer the questions in the handout. You will listen to the tape twice. T gives Ss1 minute to read the questions. T plays the tape twice. T calls on some students to give the answers. T goes over the answers with the class. Suggested answers 1. In 1368 2. Five provinces 3. Thanks to its magnificence and	**T ↔ Ss** **S ↔ S** **T ↔ S** **Ss ↔ Ss**

	significance. 4. The part in the northwest of Beijing is the best choice for visit because it is still in its original state.	
Post-listening 10m	Work in groups of four. One member play the role of a mandarin in the Ming Dynasty who was leader of a building group of the Great Wall. and tell his grandchildren how the Great Wall was built. The other members play the roles of his grandchildren to act out the conversation.	**T ↔ Ss**
Home-work 2m	Sentence building Build these sentences. 1. The Great Wall / said / visible / the moon. 2. It/ believe/ The Great Wall / built / defense purpose. 3. The Great Wall / symbol / the Chinese nation/ history. 4. A visit / The Great wall / bring tourists great excitement / each step / the wall. Suggested answers 1. The Great Wall is said to be visible from the moon. 2. It is believed that The Great Wall was built for defense purpose. 3. The Great Wall is a symbol of the Chinese nation throughout history. 4. A visit to The Great wall will bring tourists great excitement in each step of the wall. Write a short paragraph about this topic: In your opinion, why do people take interest in other planets in the solar system?	

UNIT 16. THE WONDERS OF THE WORLD
WRITING

Aims: By the end of the lesson, students will be able to:
* write a report on a man-made place
* work in pairs / groups effectively
* do the tasks set by T correctly

Teaching aids: handouts, cards, pictures

PROCEDURE

Stages/ Timing	Activities	Interactions
Warm-up 5mins	Lucky Number T divides the class into two groups. T draws a flower with 9 petals and writes a number on each petal. T asks each group to take turns to choose a number, and for each number there is a question for them. If they give the correct answer, they have one mark. T explains that there is one lucky number. If they choose it, they'll have one mark without answering any questions. The group with more marks wins the game. 1. something coming out of your eyes when you are sad. (Tear) 2. Fill in the gap with a suitable word to make a meaningful proverb "............ or west, home is best" (East) 3. LUCKY NUMBER 4. A portable device getting people close together. (Cell phone) 5. Part of the body that moves repeatedly when you speak (Mouth)	**T→ Ss** **Ss ↔ Ss**

	7. When you burn a piece of paper, it will turn to …….. (Ash) 8. Something sweet we take from the bees (Honey) 9. Part of a car protecting you from the wind (windscreen) 10. A cute white animal in the forest which runs very fast. (rabbit) T declares the winner T asks who can use all the first letters of those 9 words to write the name of a beautiful man-made place in Nha Trang. Key: CHAM TOWER **Lead-in** In today's lesson, you are going to write about man-made places. First I will provide you with some new words.	
Pre-writing **7mins**	**Vocabulary** 1.consist of (context) Water **consists of** two elements: hydrogen and oxygen. 2.in honor of (exp) (translation) They built the temple in honor of the national hero. 3.statue (n) (context) There is a **statue** of uncle Ho in the middle of our school yard. What does **statue** mean? 4.Buddha (n) (picture)	T ↔ Ss
	Checking: Rub out and remember	T ↔ Ss
While-writing **16mins**	**Activity 1:** Writing about a place Instructions Open your books to page 184 and have a careful look at the notes made by a visitor to the Ponagar Cham Towers in Nha Trang.	T ↔ Ss Ss ↔ Ss

	Work in groups of four to use the notes to write a report on the visit. T calls on five representatives of five groups (chosen at random) to go to the BB to write down their reports. T gives feedback. Suggested key: My visit to Nha Trang last year included a brief tour to Ponagar Cham Towers. This town complex is one of the most beautiful examples of Cham architecture in central Viet Nam. The Ponagar Cham Towers consists of four towers. They are located on Cu Lao Marble Hill two kilometers north of Nha Trang. They were built between the 8th and 13th centuries. Each town was dedicated to different god. The largest tower was built in honor of Lady Thien Y. The 22.5m high tower contains her sandstone statue sitting on Buddha's throne. The 26m high statue has 10 hands. holding specific objects illustrating the power of Buddha. The tour to Ponagar Cham Towers lasted 5 hours. I felt tired but the visit was enjoyable. memorable and informative.	
Post-writing **12mins**	**Role-play** (Speaking on the phone) T asks Ss to read the tourist's report again and work in pairs to play the role of the tourist and the tourist's friend. who are talking about the tour to Ponagar Cham Towers. This time, the two friends talk on the phone. The conversation should be opned like this A: Hello, may I speak to B please? B: B here. Who's speaking? A: It's me, A. B: Oh. A. Long time no see. Where have you been?	**T ↔ Ss** **S ↔ S**

	A: I have just come back from Ponagar Cham Towers in Nha Trang. B: Oh, how nice. Please tell me about it. Ss to go to the BB to write A:... B:... T goes around to offer help. T takes notes of Ss's mistakes for indirect correction. T calls on two pairs to go to the front of the class to act out the conversation. T gives feedback. T points out some common mistakes made by Ss when doing this task.	
Homework 2mins	Write a short report on your favorite tour, real or imaginary.	T ↔ Ss

UNIT 16 THE WONERS OF THE WORLD

LANGUAGE FOCUS

Aims: By the end of the lesson, students will be able to:

- * distinguish the 4 sounds /ft/, /vd/, /fs/, /vz/
- * know how to use the structures: It is said that...; People say that...

Teaching aids: handouts, cards, pictures

PROCEDURE

Stages/ Timing	**Activities**	**Interactions**
Warm-up 5mins	Noughts And Crosses Game T draws 9 numbered squares (as below) and asks Ss to play the Noughts and Crosses Game. 1 | 2 | 3 4 | 5 | 6 7 | 8 | 9	T → Ss Ss ↔ Ss

T divides the class into Nought Group and Cross Group.

T asks each group to take turns to choose a number, for each number there is a question for them to answer. If they get it right, they have 1 cross / nought. The winner will be the group which forms three successive noughts / crosses in a straight line.

1. something we give and take at parties. (gift)
2.something we use to cut things with (knife)
3. Find the missing word
She was .... to tears. (moved)
4. Find the missing word
Who ...... first will laugh last.
5. the highest mountain in the world. (Everest)
6.the longest river in the world (The Nile)
7. Which letter can you drink? (letter T)
8. Which letter can be a verb? (letter C)
9. Which letter can fly? (letter B)

T declares the winner.

Lead-in:

T writes on the BB: gift, moved, laughs, knives.

T ↔ Ss

Can you pronounce these words?

T asks some Ss to have a try and correct their mistakes if necessary.

Do you think that those words have the same ending sounds?

(Expected answer: No)

Good, now let's open your books to page 162 to learn about such cases.

Present-ation 1 10mins

Pronunciation

T writes the pronunciation of the ending sounds of these 4 words on the board

gift / moved /laughed/knives

/ft/ /vd/ /fs/ /vz/

T hangs this chart on the BB.

/ft/	/vd/
Gift	arrived
Lift	loved
Soft	moved

	/fs/ /vz/ Coughs behaves Laughs loves Roofs knives T reads the words aloud and asks Ss to repeat T calls on some Ss to say the words.. T corrects their mistakes. - T hangs this chart 1. They are not on the roof now. They`ve been moved to the ground. Use the lift. I`ll ring to say you`ve arrived. 2. I think he's improved. Still coughs but laughs a lot, of course. 3. We have plenty of laughs. We miss him when he leaves. 4. He loves a nurse. Her name`s Soft. He wants me to bring her this gift. 5. He brought me a gift when he arrived. T reads the sentences aloud, then asks Ss to listen and repeat after him. T calls on some Ss to read the sentences aloud, correcting their mistakes if necessary.	
Grammar 8m	**Lead-in** T draws a boy who is praised by his teacher. T asks: Is the boy good? (Yes) T asks: Does the teacher praise him every week? (yes) T writes: The teacher praises Tom every week. Who can rewrite my sentence, beginning as shown? People say that…/ It is said that Tom is said… Expected answers: People say that/ It is said that Tom is praised by the teacher every week. Tom is said to be praised by the teacher every week.) T writes and explains It is said that / People say that + S + V	**T ↔ Ss Ss ↔ Ss**

	T draws another picture who was praised by the teacher last week. T leads to this sentence The teacher praised Tom last week. T asks Ss to rewrite this sentence, beginning as shown. Tom is said… (Expected answer: Tom is said to have been praised by the teacher last week.) Form: S + is/was (said…) + to have + pp	
10mins	**Ex 1** T asks Ss to do exercise 1/pages 185 - 186 in pairs. T goes around to offer help. T calls on some Ss to read their answers aloud. T corrects their mistakes if necessary. Suggested answers 1. Many people are said to be homeless after the floods. 2. The prisoner is thought to have escaped by climbing over the wall. 3. He is believed to have driven through the town at 90 km per hour. 4. Two people are reported to have been seriously injured in the accident. 5. Three men are said to have been arrested after the explosion. 6. The strike is expected to begin tomorrow. 7. He is said to speak English very well.	**T ↔ Ss** **S ↔ S**
10mins	**Ex 2** T asks Ss to do exercise 2/page 186 in pairs. T goes around to offer help. T calls on some Ss to read their answers aloud. T corrects their mistakes if necessary. Suggested answers 1. He is thought to be very clever. 2. The wanted man is believed to be living in New York. 3. He is known to be very rich. 4. The film is supposed to be very good. 5 Many people are thought to have been killed in	**T ↔ Ss** **S ↔ S**

	the accident. 6. About a million puppies are thought to be born each year. 7. The factories are said to be much worse. 8. Those dogs are said to be dangerous.	
Home-work 2m	**Choose the best answer** 1. It was in this village that Mr. John ……… 17 years ago A. were born B. was born C. born D. has been born. 2. Nam is said to ……… abroad three times before. A. be B. been C. has been D. have been 3. His wife is said to……… a big company in Ho Chi Minh city now. A. be running B. run C. will be running D. to have run 4. The woman was said to ….. for her husband ten years before she remarried A. wait B. waited C. has waited D. have waited Suggested answers: 1.B 2.D 3.A 4.D	